DOCUMENT RESUME

ED 425 318 CE 077 669

TITLE	Fieldcrest Cannon Workplace Literacy Modules for Supervisors. Alabama Partnership for Training.
INSTITUTION	Alabama State Dept. of Education, Montgomery.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	1998-00-00
NOTE	177p.; For other "Fieldcrest Cannon" guides, see CE 077 670-671.
CONTRACT	V198A40030
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Adult Education; *Communication Skills; Course Content; Learning Activities; Learning Modules; Lesson Plans; Motivation; *On the Job Training; Safety; Supervisors; *Supervisory Training; Teaching Methods; Time Management; Training Methods; *Workplace Literacy
IDENTIFIERS	*Job Coaches; *Textile Occupations

ABSTRACT

This packet contains eight learning modules developed for use in Fieldcrest Cannon workplace literacy classes for supervisors. The modules cover the following topics: (1) coaching/communication; (2) coaching/communication and motivation; (3) communication skills; (4) training/coaching; (5) time management; (6) policy and procedures; (7) safety; and (8) fractions, percentages, and statistical process control. Modules consist of an outline that links specific instructional objectives with learning activities, time needed, resources and materials to use, and an evaluation process. Learning activities include a motivational activity, teaching vocabulary, and instructional activities. Attachments to lesson plans include glossaries, information sheets, worksheets, transparency masters, and exercises. (KC)

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ED 425 318

Alabama State Department of Education

Funded by the National Workplace Literacy Program
Contract V19A40030

Fieldcrest Cannon Workplace Literacy Modules for Supervisors

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CE077669

Supervisors

Fieldcrest Cannon

1 Coaching/Communication

2 Coaching/Communication & Motivation

3 Communication Skills

4 Training/Coaching

5 Time Management

6 Policy & Procedures

7 Safety

8 Fractions
Percentages
SPC

COACHING

Module: Coaching/Communication **Overall Time: 1 hour**
Job Title: Supervisors **Page 1 of 1**

Specific Instructional Objective	Learning Activities	Time	Resources/ Materials	Evaluation Process
Learners will be able to identify five guidelines necessary for effective coaching skills.	**Motivational Activity:** The teacher will read handout while learners follow directions.	10 min	Paper/Pencil	Participation
	Vocabulary: Learners will work together to define vocabulary words.	10 min	Attachment A Overhead projector, transparency	Participation
	Instructional Activities: The instructor will initiate a discussion about "coaching". The learners will write a short scenario of how they use coaching in their department.	10 min	Paper/Pencil	Observation, participation
	Guided Practice: The instructor will distribute Attachment B. The instructor will guide learners through the material and reinforce the guides needed to implement good coaching techniques.	10 min	Attachment B	Instructor checks for understanding
	Independent Practice: The learners will complete Attachment C.	10 min	Attachment C	Participation
	Evaluation: Discuss answers recorded on worksheet. Review.	5 min		Review

Job Title: Supervisors

Module: Coaching/Communication

General Instructional Objective: Learners will improve their coaching/communication skills.

Specific Instructional Objective: List and identify five guidelines to implement coaching/communication skills with 100% accuracy.

Motivational Activity: The instructor will orally read the page "Visualizing Instructions." The learners will listen and follow directions as stated by the instructor.

Vocabulary: The instructor will display vocabulary words on an overhead. (Attachment A). The learners will work together to define each word and give an illustration using the word in the work environment.

Instructional Activity: The instructor will ask the question, "What is coaching?" The learners will state their opinions on what they perceive coaching to be and how they use coaching methods in their department.

Guided Practice: The instructor will distribute reading material (Attachment B) to the learners. The instructor will present a mini lecture covering the guides and tips suggested for effective coaching. A class discussion will be initiated in regards to when, how, and why coaching is a necessary training method.

Independent Practice: The instructor will have learners write a scenario of an experience they have had in their department when they used coaching. The class may divide into pairs or groups, they will share their scenario with the class upon completion. The learners will complete Attachment C to reinforce vocabulary comprehension.

Closure/Evaluation: Discuss answers recorded on worksheet. Review the importance of daily coaching in the workforce.

Visualizing

Reader: Follow these instructions.

Step 1: Take out a sheet of paper.
Step 2: Print your name and address in the upper left-hand corner.
Step 3: Underline your name.
Step 4: Circle your address.
Step 5: Draw a small square in the upper right-hand corner and put a check mark inside it.
Step 6: Draw a large circle in the center of your paper.
Step 7: Draw two lines to divide the circle into four equal parts. One line should go from the top to the bottom. The other line should go from the left-hand side to the right hand side.
Step 8: In the top right segment of the circle, print the word **listening** in lower case letters.
Step 9: In the bottom right segment, of the circle, print the word **speaking** in lower-case letters.
Step 10: In the top left segment, print the word **reading** in lower-case letters.
Step 11: In the bottom left segment, print the word **writing** in lower-case letters.
Step 12: Underneath the circle, print the word communication in capital letters.

Adapted from Communication Skills That Work Book Two

GLOSSARY

Preventive Discipline

Conflict

Negotiation

Compromise

Collaboration

Destructive

Constructive

Glossary

Preventive Discipline - steps to take to prevent forms of penalties

Conflict - disharmony or disagreement

Negotiation - to come to terms or reach an agreement

Compromise - to settle differences / both sides giving and taking

Collaboration - to work together

Destructive - to destroy

Constructive - to put together / to create

COACHING

A BETTER WAY TO HELP YOUR PEOPLE GROW

During the past 20 years, industries have promoted many fancy programs for the training and development of their people. The application of these programs has often been referred to as the "shot-gun" approach to training since they were administered without being concerned about individual needs. Many of these approaches have since been labeled as fads.

We are now beginning to realize that we have complicated this business of developing our people and that we have overlooked some simple and inexpensive approaches to our problems. For those of you who claim you do not have the time to train or to help your subordinates develop, here is a sure-fire solution. It has been estimated that 80 percent of all training takes place through on-the-job COACHING. Since this is an individual method, every minute of every hour you spend with a subordinate gives you an opportunity to COACH and helps that employee improve his performance.

The advantages of this type of approach are obvious. You do not need to devote any time away from the job. It will work for you whether you have a work force of two or two thousand. It is an approach that will work in all departments of your company. It is definitely an economical approach.

To become familiar with this approach you may wish to focus your thinking on the following four questions.

1. What is coaching?
2. What effect does it have on the employee?
3. What does a good coach need to know?
4. What can I do to put the coaching approach into effect?

A. What Is Coaching?

Coaching is sometimes thought of as the interpersonal relationship between a person and his boss, regardless of the level of organization. It may involve directing the movements of, issuing an order to, imparting a skill to, instructing, or guiding an employee. It is not a "gimmick" or technique to be applied as a "solve all of your problems", but it is a "way of living" and working effectively with others on the job. It is getting people to get things done on a cooperative basis.

B. What Effects Does It Have On The Employee??

We associate coaching with the training and development of our people. Actually, we do not really develop our people but we do control or effect changes in the external conditions influencing their development. Coaching is a way of doing this. Through it we are able to motivate our people so they themselves develop their dormant potential. Surveys have shown that people want to do a "good day's work". Through proper coaching we can remove barriers that might prevent them from doing so.

In this way we bring out and get them to use a greater percentage of talents they many times unknowingly possess. Through proper coaching we can become more effective in delegating and thus improve our performance as a supervisor. Coaching will help us to improve the morale and production of our employee work group. We will gain new loyalty from our subordinates and it will help us to improve our total operations.

C. What Does A Good Coach Need To Know?

A good coach has often been referred to as being a good teacher. Some have said that good teachers make good leaders. We think of a leader as a person who needs to know how to motivate people, how to delegate, and how to plan and organize his work. These are often referred to as basic management functions or skills. Coaching is also a skill as well as a trait of a good leader. It is not a technique that can be turned on and off as we do a water faucet. Too often we have created the impression with managers that all they need to do is turn on the right technique at the right time and all their problems would be solved. Training is still trying to win the confidence of many management people as a result of these earlier errors.

A good coach needs to know how to apply basic theories and principles to problems that have been known for many years. The term COACHING is synonymous with the sports world. Let's consider what a coach of perhaps a football team does in the process of training and developing his team. This will enable us to develop some GUIDES that we may use in our daily coaching.

GUIDE 1 - He starts where the person is - not where he wants the person to be.

A good coach does not start with the most complicated plays in the first week unless the individuals being coached have had prior experience. He takes into consideration the experience and background of his team. He may have them run a series of plays to test their performance and knowledge to determine the best starting point.

GUIDE 2 - He works on only as much as the individual can absorb.

The coach usually works on one play at a time. Some people can comprehend more than others and, therefore, may remember many plays and may practice them all in one evening. Then again, the number of plays practiced may depend on the urgency of the matter - how far away the first real game is in respect to time.

GUIDE 3 - He has people do because they learn best by doing.

The coach has the people practice the plan many times with intermittent coaching because he knows they learn by doing. Practice and repetition aid in developing skill and proficiency. Here is an example of our powers of retention.

We remember:

10 to 15% of what we hear
15 to 30 % of what we hear and see
30 to 50 % of what we say
50 to 75 % of what we do
75% = through supervised doing (COACHING)

These figures give some idea of the importance of ***supervised doing*** in the development of subordinates.

GUIDE 4 - He uses demonstrations and illustrations.

The coach in discussing a play will use illustrations and diagrams. He may paint a word picture by the way he describes the play. In some cases where it is a practice game, he may even run the play to illustrate his point. He will also use visual aids where necessary to drive his point home.

GUIDE 5 - He allows for individual differences.

The coach realizes that every person on his team is different - that they all have their strengths and their weaknesses. He realizes also that the same individual may feel different on different days. He allows for those differences in dealing with them on a day-to-day basis. One does not have to be a psychologist to deal with people. Common sense will often reveal the problems and dictate the solution.

GUIDE 6 - He stays on the sidelines.

Please note, the coach stays on the sidelines during the real game. He may take a person out for special instructions or re-coaching but lets the person carry the ball. In the process of delegation we have a similar situation. It takes a good boss to stay on the sidelines. He has to have confidence in the individual to the extent of allowing him the opportunity to make mistakes if need be. This is effective delegation in practice.

GUIDE 7 - He sets a goal and explains the standard of performance.

Each person on the team likes to know where he stands. To be measured adequately he has to know what the coach expects. The goals that are set must be fair and the individuals on the team must have a share in setting them up whenever possible.

GUIDE 8 - He follows up by observing progress and doing repeat coaching.

He observes the team's progress and corrects and re-coaches as necessary. It has been estimated that it takes 20 to 60 repetitions to establish a habit. This in itself points out the need for much practice and follow up.

We could go on developing additional GUIDES by reflecting on the experiences of coaches in the sports world. Those we have developed give you an idea of how you can form additional GUIDES by following the same thought process.

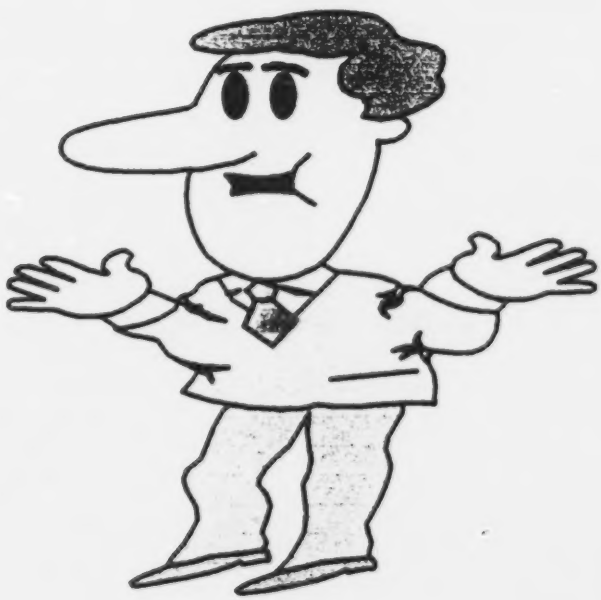
D. What Can I Do To Put The Coaching Approach Into Effect?

To put the coaching approach into effect, you will have to make a real effort to practice the various coaching GUIDES when working with your people. You may find it easier to practice on one GUIDE at a time in your working relationships.

The amount of attention you devote to this form of working with your people will determine how soon and how thoroughly this way of working becomes second nature to you - it must become habit or second nature to you to be effective.

You as the boss are your subordinates best teacher. You should be spending much time teaching and imparting your experience to the subordinates in your work group. To do this will require coaching your people in accordance with well-defined goals of achievement.

Whenever you are in doubt about COACHING stop to think for a minute about a football coach. The more you practice COACHING, the more you will improve your managerial performance on the job. As your subordinates develop and grow - so will you.



LET'S REVIEW
When is coaching necessary??????

1. List three occasions when coaching an employee would be appropriate?

2. A major difference between highly effective leaders and merely adequate supervisors and managers are the importance they attach to coaching and developing people. Why are good coaching abilities vital to industry?

3. When taking a coaching approach you continually build up the skill and motivation of your employees. How could positive coaching affect your department?

4. Coaching gets the best results when the employee feels confident that what they say will not be used against them. Describe how you would handle an employee who shows a lack of trust in your position as a supervisor?

1. Application of fancy programs for the training and development of their people is known as the _____ approach.

2. Conflict is disharmony or _____.

3. Practice and _____ aid in developing skill and proficiency.

4. A good boss often has to stay on the _____.

5. Steps to take to prevent forms of penalties or punishment is known as _____.

6. What percentage of training takes place through coaching? _ _____

7. A good coach takes into consideration the _____ and background of his team.

8. The more you _____ coaching the more you will improve your managerial performance on the job.

9. We associate coaching with the _____ and development of our people.

10. Coaching will help us to improve the morale and _____ of our work group.

LET'S REVIEW
When is coaching necessary??????

1. List three occasions when coaching an employee would be appropriate?

Examples:
When an employee is not working up to their usual standards.

An employee is faced with a challenging assignment.

An employee has a personal problem that is causing difficulty at work.

2. A major difference between highly effective leaders and merely adequate supervisors and managers is the importance they attach to coaching and developing people. Why are good coaching abilities vital to industry?

Higher production, absenteeism reduced, turnover reduced

3. When taking a coaching approach you continually build up the skill and motivation of your employees. How could positive coaching affect your department?

Highly skilled employees
Multi-skilled employees
Employees more willing and capable
Employees with better attitudes
Allows employees to give their opinion

4. Coaching gets the best results when the employee feels confident that what they say will not be used against them. Describe how you would handle an employee who shows a lack of trust in your position as a supervisor?

Try to gain trust. Be positive. Do not be partial to others.

1. Application of fancy programs for the training and development of their people is known as the __shot gun__ approach.

2. Conflict is disharmony or __disagreement__.

3. Practice and __repetition__ aid in developing skill and proficiency.

4. A good boss often has to stay on the sidelines.

5. Steps to take to prevent forms of penalties or punishment is known as __preventive discipline__.

6. What percentage of training takes place through coaching? 80 percent

7. A good coach takes into consideration the experience and background of his team.

8. The more you practice coaching the more you will improve your managerial performance on the job.

9. We associate coaching with the training and development of our people.

10. Coaching will help us to improve the morale and production of our work group.

- **WHAT IS COACHING??**

- **WHAT EFFECT DOES IT HAVE ON THE EMPLOYEE?**

- **WHAT DOES A GOOD COACH NEED TO KNOW?**

WHAT CAN I DO TO PUT THE COACHING APPROACH INTO EFFECT?

GUIDES FOR EFFECTIVE COACHING

Guide 1 - He starts where the person is - not where he wants the person to be.

Guide 2 - He works on only as much as the individual can absorb.

Guide 3 - He has people do because they learn best by doing.

Guide 4 - He uses demonstrations and illustrations.

Guide 5 - He allows for individual differences.

Guide 6 - He stays on the sidelines.

Guide 7 - He sets a goal and explains the standard of performance.

Guide 8 - He follows up by observing progress and doing repeat coaching.

COACHING

Module: Coaching/Communication/Motiviation **Time: 1 hour**
Job Title: Supervisors **Page 1 of 1**

Specific Instructional Objective	Learning Activities	Time	Resources/ Materials	Evaluation Process
Learners will demonstrate ability to solve conflicts in the workforce with 90% accuracy.	**Motivational Activity:** The instructor will read handout, "What is a Supervisor???" Discussion about contents of material will be lead by the instructor.	10 min	Overhead, dry erase board, markers Attachment A	Participation
	Instructional Activities: The class will read and discuss the objectives of the module. Learners will give examples of the stated objectives.	10 min	Overhead, Transparencies Attachment B	Participation
	Guided Practice: The instructor will distribute reading material. Introduction of the model design will be presented.	10 min	Pen/Pencil, Attachment C and D	Observation, participation
	Independent Practice: The learners will complete a worksheet demonstrating their comprehension of the models/methods discussed.	10 min	Attachment E	Participation
	Evaluation: The learners will do a self-evaluation.	10 min	Attachment F	Completion

Job Title: Supervisor

Module: Coaching/Communication/Motivation

General Instructional Objective: To increase supervisor's ability to understand their employees expectations of workplace communication and interaction.

Specific Instructional Objective: Supervisors will demonstrate the ability to motivate and implement ways to solve interpersonal conflicts on the job with 90% accuracy.

Motivational Activity: The instructor will distribute handout "What is a Supervisor" (Attachment A). The learners will read and then discuss the handout. The instructor will initiate a discussion as to whether they agree or disagree with the handout? Instructor will ask supervisors to relate material to their own boss.

Instructional Activities: The instructor will distribute the objectives for the lesson (Attachment B) and discuss with the class. The instructor will hold an open discussion concerning attitudes and behavior. The discussion will entail changing personalities and trying circumstances of the workforce.

Guided Practice: The instructor will ask learners to read the material concerning interaction with others (Attachment C). There will be a round table discussion upon completion of this material. The instructor will then introduce a guide for handling organizational conflict (Attachment D).

Independent Practice: The learners will complete a worksheet demonstrating the application of using methods identified in the lesson as a way to reduce or solve conflicts in the workforce (Attachment E). The instructor will initiate a class discussion upon completion of the worksheet.

Evaluation: The learners will evaluate themselves as a supervisor. (Attachment F).

WHAT IS A SUPERVISOR

If he is pleasant, he is too familiar:

If he is sober-faced, he is a sourpuss.

If he is young, he doesn't know anything;

If he is old, he is an old stiff.

If he belongs to a lodge, members expect favors.

If he goes to church, he's a hypocrite;

If he doesn't, he's a heathen.

If he drinks, he's an old souse;

If he doesn't, he's a tightwad.

If he talks to everybody, he's a gossip;

If he doesn't, he's stuck up.

If he insists that the rules of the plant be kept, he's too particular;

If he doesn't, he's careless.

If he looks around, he's snooping;

If he doesn't, he's unobservant.

If he tries to settle all complaints, he must have the wisdom of Solomon;

If he worries about them, he'll soon be crazy.

The supervisor should have the patience of Job, the skin of a rhinoceros, the wits of a fox, and the courage of a lion. He must be blind as a bat and as silent as a sphinx. He must know all, see all, and say nothing, but he must solve everything.

Adapted from Human Resource Development Quality Leadership, Wilson Learning Co.

MOTIVATION/COACHING

OBJECTIVES

- To learn how attitudes affect behavior and results.
- To learn how to increase chances of positive results.
- To learn various styles of management and to evaluate each.
- To strike a balance between paying attention to work which has to be done and the people who are to do it.
- To learn what motivates people to work, as well as what demotivates them. Also, to learn how to use this information.
- To learn the meanings and implications of participate management and effective management.
- To learn why people react as they do, and how to react in the most appropriate and effective way.

Supervisor Employee Interaction

- **Focus on the <u>performance/behavior</u> in question - not the individual personality or attitude.**
    - You must accurately identify what behavior change you desire. Give examples of the behavior/performance in question, such as the efficiency on this machine is consistently 4% below standard.
    - The employee's behavior must affect the results.
    - The employee must have the aptitude and capability to make the desired improvement.
    - The performance goals must be specific.
    - The goals focus on the employee's range of knowledge and skill and not on the personality of the individual.
    - Maintain and build employee self-esteem. Employees with high **<u>self-esteem</u>** are more productive and are creative.
    - Build on the positive aspects of the employee's performance.
    - There must be maximum involvement of the employee in the face-to-face discussion. The employee must be able to voice an opinion in the discussion without fear of retaliation.

- You must identify for your employee the need for change.

- The employee must perceive that what is happening is in their interest. (All behavior is motivated and self-directed.).

- **In order to maintain and build positive relations depends on the ability of the supervisor to influence the employees.**

Read the following questions and discuss with a partner.

Do you think employees work better with a supervisor they like or dislike?

Do you think employees work better with a supervisor they respect or does it matter?

Is it easier to work for a supervisor who is knowledgeable in the business? Why or why not?

- **A supervisor needs to follow these words of advise:**

  - You must be committed to the same thing you want the employee to do (wear safety equipment, be on time, observe safety rules, etc).

  - You must acknowledge and praise (reinforce) employee's achievement.

  - You need your subordinates more than they need you. You get paid for what your employees do, not what you do. Management is getting things done through others. It's hard to influence an employee who is mad, on the defensive, or a poor relationship exists.

- **Managing Differences:**

In some situations, your objectives and the subordinate's objectives are at cross purposes. In this situation, the manager must "Manage the Difference."

- **Explain the difference:**
  - State what's important to you about the objective.
  - Clarify what's important to the subordinate about the objective.
- **End the discussion by:**
  - Acknowledging the other person's right to differ.
  - Explaining what you've decided and why.

5 Ways To Deal With Conflict

Denial - Withdrawal

Suppression
Smoothing Over

Power or Dominance

Compromise/
Negotiation

Integration/
Collaboration

HANDLING GROUP AND ORGANIZATIONAL CONFLICT

Healthy Conflict

Since much conflict is natural, the goal of a group is not to eliminate conflict, but to view it as essentially healthy. It can be healthy if it is handled and resolved constructively. Usually when conflicts arise and is dealt with openly, people are stimulated to be creative, alternatives are considered, better ideas come forth, and a better course of action results.

Ways of Dealing with Organizational Conflict

There are five common ways of dealing with organizational conflict. Any one method of dealing with conflict will not apply to all situations or all personalities. The leader of a group must consider when to employ what style, and with whom. If a leader has used one method successfully, he may use it to excess. Learning about the alternative means of handling conflict gives us a wider choice of actions to employ in any given situation and makes us better able to tailor the response to the situation.

Denial or Withdrawal

With this approach, a person attempts to "get rid of" conflict by denying that it exists. He simply refuses to acknowledge it. Usually, however, the conflict does not "go away;" it grows to the point where it becomes all but manageable. When the issue or the timing is not critical, denial may be the most productive way of dealing with the conflict.

Suppression or Smoothing Over

"We run a happy ship here." "Nice people don't fight." A person using suppression plays down differences and does not recognize the positive aspects of handling the conflict openly. Again, the source of the conflict rarely goes away. Suppression may, however, be employed when it is more important to preserve a relationship than to deal with an insignificant issue through conflict.

Power or Dominance

Power is often used to settle differences. The source of the power may be vested in one's authority or position. Power may take the form of a majority or a persuasive minority. Power strategies, however, result in winners or losers, and the losers do not support a final decision in the same way that winners do. Future meetings as a group may be marred by the conscious or unconscious renewal of the struggle previously "settled" by the use of power. In some instances, especially where other forms of handling conflicts are clearly inappropriate, power is effective.

Compromise or Negotiation

Although often regarded as a virtue in our culture, compromise ("You give a little, I'll give a little, and we'll meet each other halfway") has some serious drawbacks. Bargaining often causes both sides to assume an inflated position, since they are aware that they are going to have to "give a little" and want to buffer the loss. The compromise solution may be watered down or weakened to the point where it will not be effective. There is often little real commitment by any of the parties. Yet there are times when compromise makes sense, such as when resources are limited or it is necessary to forestall a win-lose situation.

Integration or Collaboration

This approach requires that all parties to the conflict recognize the abilities and expertise of the others. Each individual's position is well prepared, but the emphasis of the group is on trying to solve the problem at hand, rather than on defending particular positions. Everyone fully expects to modify his original views as the group's work progresses. Ultimately, the best of the group's thinking will emerge. The assumption is that the whole of the group effort exceeds the sum of the individual members' contributions. If this approach is allowed to become an either/or settlement, or if the conflict is resolved - due to lack of time, money, or understanding the final decision will suffer accordingly.

Conclusion

Knowing some of the different methods of dealing with conflict is extremely useful to anyone working with groups or organizations. If a supervisor is made aware of these methods and their advantages and disadvantages, he will be more effective in handling conflict.

Directions: Write a solution to the scenarios by using one of the five methods we have discussed concerning conflict resolution.

A new service truck is to be added to an existing group of six other small service trucks owned by a company. As done in the past, the new truck is exchanged for an old truck. The problem now is how to decide which of the five drivers should get the truck.

Two employees continually growl and grumble at each other. The friction is beginning to affect their job performance. What will you as a supervisor do to put an end to this?

A sales representative and a manufacturing manager have different jobs. The sales representative wants to promise speedy delivery, which means large inventories in many field locations. The manufacturing manager, on the other hand, wants to keep inventories low since they tie up materials, storage space, and production schedules. A natural conflict exists between the marketing and manufacturing divisions, and management must find a way to handle these differences productively.

Some members of a church organization want the church to concentrate on aiding the poor, while other members think the church should focus on spiritual needs of the congregation. The minister is caught in the middle and must resolve the conflict. How could he handle this?

Directions: Write a solution to the scenarios by using one of the five methods we have discussed concerning conflict resolution.

1. A new service truck is to be added to an existing group of six other small service trucks owned by a company. As done in the past, the new truck is exchanged for an old truck. The problem now is how to decide which of the five drivers should get the truck.

You might use the power dominance method. Using seniority as the grounds.

You might use the integration or collaboration method and rotate new truck among the workers on a weekly or monthly basis.

2. Two employees continually growl and grumble at each other. The friction is beginning to affect their job performance. What will you as a supervisor do to put an end to this?

In this case if the situation is causing a problem in job performance the supervisor may need to use the power or dominance method. The compromise or negotiation method is preferred but may not be effective.

Directions: Write a solution to the scenarios by using one of the five methods we have discussed concerning conflict resolution.

1. A new service truck is to be added to an existing group of six other small service trucks owned by a company. As done in the past, the new truck is exchanged for an old truck. The problem now is how to decide which of the five drivers should get the truck.

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WORD SEARCH

Directions: Find the words listed below in the puzzle.

T	N	E	M	E	G	A	R	U	O	C	N	E	Y	Q	U	A	T	M
R	C	I	U	Y	N	T	E	R	E	O	W	M	T	M	P	R	P	A
A	I	A	M	E	I	S	S	B	C	N	N	O	I	P	R	O	I	N
I	S	A	T	Q	H	W	P	E	R	C	T	T	R	Y	A	D	U	A
N	D	F	G	H	C	J	E	K	L	E	M	I	O	N	I	I	S	G
I	Z	A	Q	Z	A	X	C	C	V	I	A	O	I	B	S	S	E	E
N	N	W	T	S	O	X	T	E	D	T	C	N	N	T	E	C	C	M
G	O	C	N	Y	C	B	G	T	T	V	F	S	E	S	R	I	O	E
H	I	N	E	U	H	U	M	I	L	I	T	Y	S	E	J	P	N	N
W	S	L	M	N	O	P	T	P	L	O	K	M	I	R	M	L	D	T
H	I	I	T	K	T	U	M	J	U	N	E	H	Y	C	B	I	H	G
N	V	E	N	C	D	I	D	E	V	N	F	R	T	D	P	N	A	S
L	R	K	E	E	P	N	V	O	T	I	O	M	N	L	R	E	N	E
A	E	Y	S	T	E	F	E	E	D	B	A	C	K	E	O	B	D	I
E	P	N	E	N	V	A	U	E	S	G	H	N	M	I	D	T	S	C
V	U	I	R	W	N	N	Y	C	L	A	V	L	E	F	U	N	H	N
I	S	E	T	A	N	I	D	R	O	B	U	S	E	D	C	E	B	E
T	L	S	O	N	J	A	Y	O	C	E	O	B	C	A	T	M	W	I
A	L	N	A	D	R	T	O	F	J	H	D	I	N	V	I	P	K	C
R	E	N	M	A	I	R	G	K	A	A	R	E	E	T	C	O	D	I
E	C	I	N	L	S	I	L	R	L	V	Y	H	I	P	N	L	E	F
P	H	O	A	L	S	V	E	O	R	I	N	O	T	N	T	E	V	E
O	B	U	B	P	B	N	O	W	T	O	N	R	A	O	H	V	M	D
O	Q	S	E	R	U	D	E	C	O	R	P	Y	P	H	A	E	L	U
C	O	M	M	U	N	I	C	A	T	I	O	N	I	R	R	D	A	Q

Assessment
Attitude
Behavior
Coaching
Communication
Conceit
Cooperative
Deficiencies
Development
Discipline
Emotions
Encouragement
Feedback
Fieldcrest
Humility
Incentives
Management
Patience
Praise
Procedures
Production
Quality
Resentment
Respect
Second Hands
Seniority
Subordinates
Supervision
Tact
Training
Workforce

WORD SEARCH

Directions: Find the words listed below in the puzzle.

T	N	E	M	E	G	A	R	U	O	C	N	E	Y	Q	U	A	T	M
R	C	I	U	Y	N	T	E	R	E	O	W	M	T	M	P	R	P	A
A	I	A	M	E	I	S	S	B	C	N	N	O	I	P	R	O	I	N
I	S	A	T	Q	H	W	P	E	R	C	T	T	R	Y	A	D	U	A
N	D	F	G	H	C	J	E	K	L	E	M	I	O	N	I	I	S	G
I	Z	A	Q	Z	A	X	C	C	V	I	A	O	I	B	S	S	E	E
N	N	W	T	S	O	X	T	E	D	T	C	N	N	T	E	C	C	M
G	O	C	N	Y	C	B	G	T	T	V	F	S	E	S	R	I	O	E
H	I	N	E	U	H	U	M	I	L	I	T	Y	S	E	J	P	N	N
W	S	L	M	N	O	P	T	P	L	O	K	M	I	R	M	L	D	T
H	I	I	T	K	T	U	M	J	U	N	E	H	Y	C	B	I	H	G
N	V	E	N	C	D	I	D	E	V	N	F	R	T	D	P	N	A	S
L	R	K	E	E	P	N	V	O	T	I	O	M	N	L	R	E	N	E
A	E	Y	S	T	E	F	E	E	D	B	A	C	K	E	O	B	D	I
E	P	N	E	N	V	A	U	E	S	G	H	N	M	I	D	T	S	C
V	U	I	R	W	N	N	Y	C	L	A	V	L	E	F	U	N	H	N
I	S	E	T	A	N	I	D	R	O	B	U	S	E	D	C	E	B	E
T	L	S	O	N	J	A	Y	O	C	E	O	B	C	A	T	M	W	I
A	L	N	A	D	R	T	O	F	J	H	D	I	N	V	I	P	K	C
R	E	N	M	A	I	R	G	K	A	A	R	E	E	T	O	O	D	I
E	C	I	N	L	S	I	L	R	L	V	Y	H	I	P	N	L	E	F
P	H	O	A	L	S	V	E	O	R	I	N	O	T	N	T	E	V	E
O	B	U	B	P	B	N	O	W	T	O	N	R	A	O	H	V	M	D
O	Q	S	E	R	U	D	E	C	O	R	P	Y	P	H	A	E	L	U
C	O	M	M	U	N	I	C	A	T	I	O	N	I	R	R	D	A	Q

Assessment
Attitude
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Deficiencies
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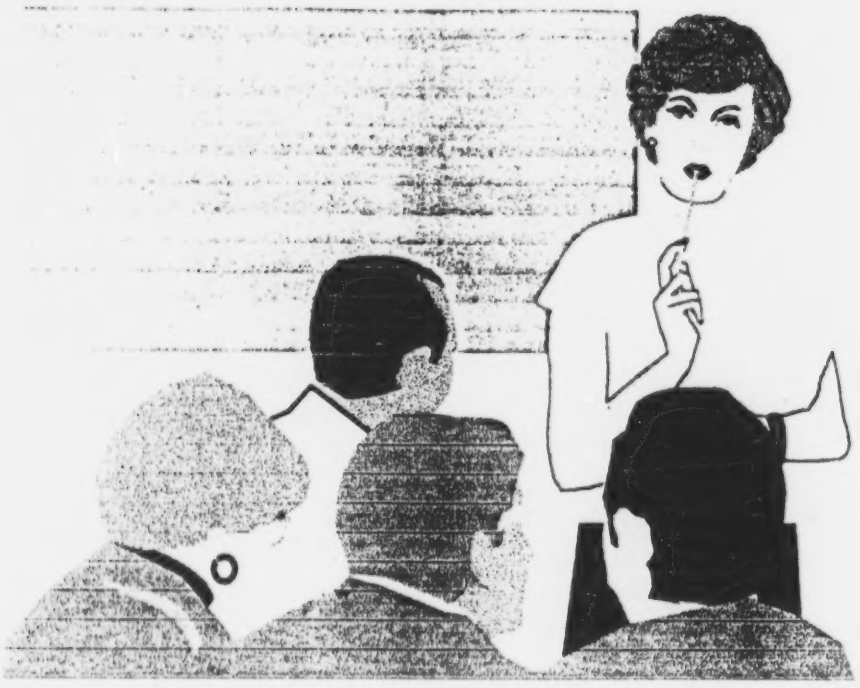
Fieldcrest
Humility
Incentives
Management
Patience
Praise
Procedures
Production
Quality
Resentment
Respect
Second Hands
Seniority
Subordinates
Supervision
Tact
Training
Workforce



Communication Skills for Fieldcrest Supervisors

Module: Communication Skills **Overall Time 1 hr.**
Job Title: Supervisors **Page 1 of 1**

Specific Instructional Objective	Learning Activities	Time	Resources/ Materials	Evaluation Process
Learners will apply effective communication skills in the work environment with 90% accuracy.	**Motivational Activity:** The instructor will distribute a personality quiz so the learners can evaluate their own personality.	5 - 10 min	Attachment A	Participation/ discussion
	Vocabulary: Learners will work together to define vocabulary words.	10 min	Attachment B, Overhead projector, transparency	Participation/ discussion
	Instructional Activities: The instructor will hand out Attachment C and discuss key communication points with learners.	10 min	Attachment C	Participation/ discussion
	Guided Practice: The instructor will guide leaders into completing an assessment of their behavior as a supervisor.	10 min	Attachment D	Instructor will check for understanding
	Independent Practice: The learners will read handout Attachment E and then apply what they read when they complete Attachment F.	10 min	Attachment E Attachment F	Completion
	Evaluation: Learners will complete an assessment applying skills needed to communicate effectively in the workplace.	10 min	Attachment G Attachment H	Instructor will review for understanding

Job Title: Supervisors

Module: Communication Skills

General Instructional Objective: Learners will improve their communication skills in the workplace.

Specific Instructional Objective: The learners will apply effective leadership communication in the work environment with 90% accuracy.

Motivational Activity: The instructor will distribute to the learners the handout "What is your Personality?" (Attachment A) The learners will complete the handout independently to determine their own personality.

Vocabulary: The instructor will display vocabulary words on an overhead. (Attachment B) The class will discuss these words orally.

Instructional Activity: The instructor will distribute the communication reading material (Attachment C) to the class and will present a short overview concerning the key points.

Guided Practice: The instructor will guide learners with completing an assessment of their own behavior in communication skills as a supervisor. (Attachment D)

Independent Practice: The learners will read handout Attachment E and then complete handout Attachment F to apply techniques they have been introduced in class.

Evaluation: Learners will complete an assessment that requires applying the skills needed to be able to communicate effectively in the workplace. (Attachment G and H)

Objectives

- **Understand the importance of good communication**
- **Implement communication techniques necessary to achieve positive communication**
- **Understand the benefits of effective communication during meetings with subordinates**

What Is Your Personality???

Directions: Place a check next to each of the following statements that applies to you.

_____1. It is difficult for me to relax after a hard day.
_____2. I love competition and want to win.
_____3. People who know me think I have a short fuse.
_____4. I often do two things at once, such as scanning reading material while on the phone or at a meeting.
_____5. I hate to wait in line and soon become restless or impatient.
_____6. I have been told, or suspect, that I eat too fast.
_____7. I usually spend at least fifty hours per week working on matters related to my employment.
_____8. I often take less than my allotted vacation time.
_____9. I often set deadlines for myself.
_____10. I sometimes experience irrational rage over minor frustrations, such as a cabinet door that won't open or a knot in my chain necklace.
_____11. I am usually punctual for appointments.
_____12. I am prone to talk business at social gatherings.
_____13. Most of my friends are business related.
_____14. I hate to be kept waiting.
_____15. I usually make detailed plans for vacations and trips - laying out a specific itinerary.
_____16. My hobbies and leisure activities are carefully organized.
_____17. Either currently or in the past, I have worked more than one job.
_____18. I frequently stay up late or get up early to accomplish more.
_____19. I am often irritated if someone interrupts me when I am in the middle of something.
_____20. I sometimes fill in words or thoughts for others while in conversations simply to move the discussion along.

_____21. I always seem to be in a hurry.
_____22. People who know me think I have an extra supply of energy.
_____23. I have been advised to relax or slow down.
_____24. I seem accident-prone.
_____25. I have a tendency to accumulate things but rarely seem to have time to use or enjoy them.
_____26. I have strong opinions on most subjects.
_____27. I often take on my limit of projects (or even more).
_____28. I talk rapidly.
_____29. I rarely have enough time to keep up on my reading.
_____30. I use gestures and strong inflections in my speech.
_____31. I don't have many hobbies or outside interests.
_____32. I seek recognition.
_____33. When I tackle any job, I feel compelled to make it a success.
_____34. I hate to waste time.
_____35. I sometimes feel work causes me to neglect my family.

Calculate how many checkmarks you have. If you marked fifteen or more then you are likely to be a Type A personality. If you marked less than fifteen you are likely to be a Type B.

People with a ***Type A*** personality are usually high strung, stressful, and unable to relax. People with these personality traits are ***more likely*** to have conflicts. Serious health problems such as high blood pressure, heart attack, etc. may also occur.

People with a ***Type B*** personality are usually easy going, even tempered, laid back, low keyed. People with this personality are ***less likely*** to have major conflicts and the likelihood of health problems such as high blood pressure, heart attack, etc. are reduced.

Adapted from Wilson Learning Company, Eden Prarie, MN

Glossary

Communication - Two way exchange of information

Attitude - A feeling or emotion toward a fact or a statement

Assertive - Acting in a bold or self-confident manner

Body Language - Nonverbal communication utilizing details such as facial expression, gestures, eye contact, touching, and space to give meaning to messages

Request - Persuasive communication usually of a personal nature

Empathy - Showing you understand and relate to another's feelings without making his/her feelings or problems your own. To be sincere and interested in the concerns of other people

Sympathy - Feeling sorry for someone

Emotions - Feelings such as fear, joy, anxiety, or compassion

Tact - A keen sense of what to do or say in order to maintain good relations with others without offense

Personality

What is the definition of personality?

Webster dictionary states the definition as "a state of being that consists of complex characteristics." These characteristics are what make a person unique and distinguishes them from any other individual.

Our personality often affects the manner in which we communicate with others. Working with others is not always easy because we all are unique individuals and our personalities are complex. People have different values, backgrounds, skills and work habits. In the workplace however, as a supervisor you are expected to be fair, cordial and impartial to all. It is your responsibility as a supervisor to be able to communicate effectively and fairly with employees. Workers and supervisors who can't get along with others cost their companies time, money, and good will. It's no wonder that employers value employees who relate well to others!! Perfecting your "people" skills is a wise way to use your time and energy.

How do you communicate with workers under your supervision????

When you are promoted to a supervisory position of any kind, such as a supervisor, chief clerk, or executive assistant, the roles are reversed. Now it is important that you put your staff members at ease. Of course, the best way to put another person at ease is to feel relaxed yourself. Even when you have started up the ladder of success, you should still be yourself. You should not try to imitate the speech, the mannerisms, or the style of someone higher up the ladder than you are. Remember, the importance of a positive attitude toward those whose work you supervise. If you honestly like your staff members, they know it, and your communication will be easier.

When it is necessary to make a comment about work that is not positive, try the method of getting the worker to talk. Ask questions about the work. If your feeling is positive, if you have given praise when it is deserved, your task of constructive criticism will not be so difficult. Always remember, however, that criticism must be for the action, not for the person.

Non Verbal Communication

Personal Space

Personal space refers to the distance we require between ourselves and others in order for comfort to be maintained. This space varies from person to person. A distance which seems appropriate to one person may seem inappropriate to another. In a manufacturing setting, it is important to respect the personal space of colleagues and subordinates. Because the factory floor is often noisy, communication often requires close proximity. When close proximity is required, supervisors are advised to pay respectful attention to subordinates' and colleagues' preferences regarding personal space.

Watch your space

The distance or territory between you and your listener has an impact on how well you get your message across. For example, think of the reaction you would have if you were sitting in an empty bus, and a stranger sat next to you. Have you noticed how people react in a full elevator - they stand rigid and look at the indicator above the door or at the floor. This discomfort comes from someone getting in your personal space. This happens also in conversation. If you violate someone's space by getting too close, they may instinctively back away and become uncomfortable. We expect others to respect our space and we are expected to respect the territory of others.

Posture and gestures

Consider the following scenario: An employee needs to ask assistance with a task. He/she approaches you with slumped shoulders, head down, and no eye contact. How do you think this employee views himself/herself? How do you think the employee views you? Will these non verbal signals affect the response you give to the request? In the space below, list some helpful ways to respond to the employee.

Your Behavior

1. Do you pay attention to body language?

2. Explain how you are assertive as a manager.

3. Are you conscious of your attitude towards other people? Explain how you don't allow personalities to influence your decisions?

4. Do you listen for feedback? Do you provide feedback?

How Can We Improve Effectiveness in the Meetings we Conduct?

Meetings are common in the workplace but they are also costly. When you do call a meeting, it is important that the meeting be focused and effective to make it a profitable activity. You, as a supervisor, have the choice about the impact of your group meetings.

Take a few minutes to think of a meeting you held or attended recently and prepare to share both a positive and a negative aspect of that meeting.

When conducting meetings there are steps that you can take to help ensure that your meeting is effective.

TIPS FOR CONDUCTING EFFECTIVE MEETINGS

1. State the purpose and outcomes expected.
2. Describe what you need from the participants during the meeting.
3. Discuss each agenda item completely before proceeding to the next one.
4. Keep the meeting focused by concentrating on the purpose and desired outcomes.
5. Show appreciation for constructive participation
6. Conclude by summarizing key points.

Guidelines for Effective Meetings

- **Arrive on time** - Latecomers to meetings often disrupt the ongoing discussion.

- **Follow the discussion attentively** - Listen carefully and take notes on key points. Consider new ideas with an open mind. Don't tune out a speaker whose viewpoint differs from yours.

- **Show courtesy to other group members** - Don't interrupt other participants when they are speaking. Avoid carrying on disruptive conversations with the person seated next to you. Most important, show interest in what others are saying.

- **Express your comments clearly and concisely** - Think about what you want to say before you speak. Make your point quickly, and don't ramble on with needless information.

- **Know what is expected of you at the end of the meeting** - When the meeting is over, you should know whether you are expected to take any action, such as performing a new task or finding out information to present at the next meeting.

What do you think!!!!

1. List three characteristics of a successful supervisor.

2. List two benefits of conducting a well run meeting.

3. Have you attended meetings where the purpose of the meeting was unclear? What happened?

4. What can a poorly run meeting do for a department's morale and productivity?

5. How does the way you manage your department affect your credibility, self esteem, and your general desire to succeed? Please explain in full detail.

6. In your experience as a supervisor, have you ever communicated with a colleague or subordinate who appeared to be sensitive about their personal space? What behavior(s) led to this conclusion? How did you react?

7. As a supervisor, what is an example of a subject you should avoid talking about during meetings?

TELL ME ABOUT YOURSELF

1. I see my strengths as -

_____

_____

_____

2. I see my weaknesses as -

_____

_____

_____

3. The skills that I have to be a good supervisor are -

_____

_____

_____

_____

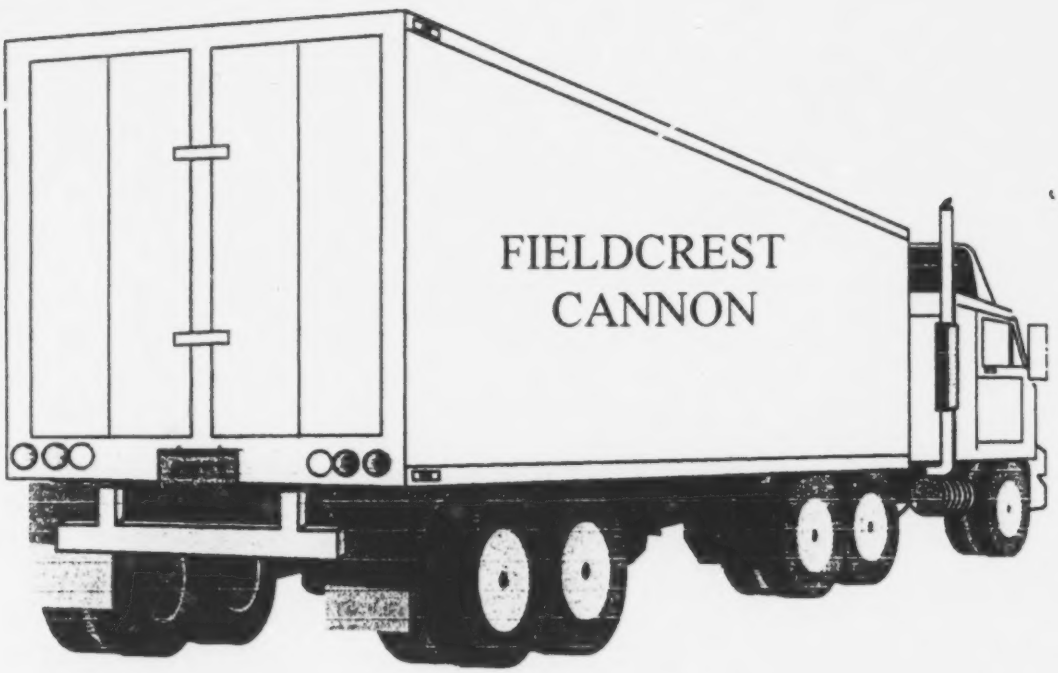
List 4 positive things about Fieldcrest Cannon

1. _____

2. _____

3. _____

4. _____



Directions: Read the following scenarios and solve the situation.

Communication Exercise

1. You have an employee that is continually abusing her breaktime. She has been coming in late and clocking out a couple of minutes early each day for a couple of weeks. You have talked to her and documented the incidents. She is a single mother and desperately needs her job. She is a good worker when she works but this inconsistency is causing trouble among your department. What are you going to do as the supervisor over the department?

2. You have an employee that is very bossy and criticizes co-workers. The employee is a good worker and knows the job but is causing disruption and confusion among your workers. How are you going to handle this situation?

3. You have a person working in your department that is obnoxious. He is loud and makes off colored comments loud enough that his co-workers have complained. He has been with the company for 22 years and is an excellent worker. He knows his job and is always willing to put in the extra mile. You have coached him about his comments and documented each incident. The comments are continuing and fellow workers are complaining. What are you going to do about this situation?

4. One department of workers in the plant is quitting early each day. They start winding down, straightening up, putting up paperwork, etc. about ten minutes early. They remain in their work area and do some small talk until the whistle blows. Do you see a problem with this department? Is it fair to the other departments? Does it really matter that this department is stopping work early?

RATE YOURSELF

How Well Do You Communicate?

Communication is giving and receiving of information. You can communicate in many different ways. You are communicating when you give or receive messages, ideas, or feelings. Communication can be written, verbal, or nonverbal. Effective communication only takes place when the receiver understands the sender's message. Rate how well you feel you communicate by reading each statement and choosing the number that best describes the way you communicate.

	Never	Seldom	Sometimes	Usually	Always
1. I ask questions when I do not understand.	1	2	3	4	5
2. I watch for body language.	1	2	3	4	5
3. I give clear directions.	1	2	3	4	5
4. My requests are respectful.	1	2	3	4	5
5. I state my opinions effectively.	1	2	3	4	5
6. I appreciate other people's opinions.	1	2	3	4	5
7. I appreciate constructive criticism.	1	2	3	4	5
8. I express a genuine interest when listening to others.	1	2	3	4	5
9. I allow others to speak without interrupting.	1	2	3	4	5
10. I avoid becoming hostile when I disagree with a co-worker.	1	2	3	4	5

Total your responses. If your score is:

46-50	Excellent	31-35	Fair
41-45	Good	26-30	Needs Improvement
36-40	Average	25 or less	Serious Problem Exists

5 STEPS TO BETTER COMMUNICATION

1. **Be a good listener**
2. **Be aware of body language**
3. **Develop the trait of empathy**
4. **Use assertiveness**
5. **Treat others with respect**

DID YOU KNOW?????

The average person spends 8.4% of communication time writing, 13.3% reading, 23% speaking, and 55% listening.

Source: Schultz, Duane P., Sydney Ellen Schultz, Psychology and Work Today, Sixth Edition, Macmillian Company, New York, NY, 1994.

It has been proven that the ability to listen is one of the most important factors for success on the job. Listening is important in all jobs at all levels in an organization.

One problem is that people confuse ***listening*** with ***hearing***. These are two completely different processes. Many problems and misunderstandings occur because people say they are listening when they are really only hearing. They hear sounds, but remember very little of what they hear because they are not consciously listening.

Hearing is a mechanical process and does not involve the active use of the brain. A person can hear noise but does not have to think about it. Hearing does not require mental concentration.

Listening requires the active use of the brain. Not only must a person hear the sound, but must evaluate and understand it. Listening requires mental concentration.

Research studies have shown the following:

- Most people listening to a 10 minute speech retain only 25% of what they hear.
- People remember only 50% of what was said immediately after hearing it.
- Two months after listening to a presentation, a person will retain only 25% of the information.
- In the first 8 hours after listening to a new idea, people forget from 1/3 to 1/2 of what was learned.

The following three types of distractions can affect listening:

External distractions - This refers to the physical environment. It may be too hot or cold, too noisy, or the person speaking may be too far away.

Internal distractions - This refers to internal conflict that causes concentration to be interrupted. An example of an internal distraction would be a argument or problem at home that may hinder your ability to concentrate.

Speaker distractions - The characteristics of the speaker can affect your ability to concentrate. If the speaker speaks in a monotone or is not well organized it will affect your level of listening. These distractions can cause you to become a ***hearer*** rather than a ***listener***.

There are three levels of listening intensity:

Casual listening - People engage in casual listening most of the time. An example would be listening to music on the radio or casual conversation with a friend.

Attentive listening - People listen attentively when they really need to learn something or if something very important is being said. An example of attentive listening would be listening to your supervisor describe how you could earn more money. You would listen attentively!

Critical listening - This is the most demanding degree of listening. The listener must not only concentrate, but he or she must analyze and evaluate what is being said. An example of this type of listening would be listening to someone explain the pros and cons of two different insurance plans being offered to company employees. After hearing the presentation, he or she would be expected to choose the plan that best suits his/her needs.

Write down an example of each of the three types of distractions that may occur on your job (External, Internal, and Speaker).

1. External - _____

_____

_____

2. Internal - _____

_____

_____

3. Speaker - _____

_____

_____

List three situation where you would use the different levels of listening (Casual listening, Attentive listening, and Critical Listening).

1. Casual – _____

_____

2 Attentive – _____

_____

3. Critical – _____

_____

Look at the handout "Rate Yourself". If your answers to any of the questions were seldom or never, reread those statements. What steps could you take to change those habits?

In the space below, list some ways you feel you could improve communication with co-workers and supervisors.

1. _____

2. _____

3. _____

4. _____

5. _____

Now that you have identified some areas of communication in which you feel you need to improve, try to put some of the ideas we have discussed into practice!

Training

Module: Training/Coaching **Overall Time 1 hr.**
Job Title: Supervisors **Page 1 of 1**

Specific Instructional Objective	Learning Activities	Time	Resources/ Materials	Evaluation Process
Learners will be able to identify three training techniques.	**Motivational Activity**: Ask question "How Do We Learn?" Distribute Learning Styles Inventory to the class (Attachment B). Learners will evaluate their own learning style.	10 min	Attachment A Attachment B	Participation
	Vocabulary: Learners will work with instructor to establish definitions. Attachment C	10 min	Attachment C	Participation
	Instructional Activity: The instructor will introduce Attachment D.	10 min	Attachment D	Participation
	Guided Practice: Upon completion of reviewing Attachment E, students will pair up and identify five characteristics they feel employees look for when needing help. Display Attachment F.	10 min	Attachment E Attachment F	Participation
	Independent Practice: The learners will identify three training methods and three reasons why they train. Attachment G will be displayed for reinforcement.	10 min	Attachment G	Instructor checks for understanding
	Evaluation: No formal evaluation.			

Job Title: Supervisors

Module: Training/Coaching

General Instructional Objective: Learners will be introduced to training strategies that will create a positive learning environment.

Specific Instructional Objective: Learners will be able to identify positive training techniques and apply the techniques in their department.

Motivational Activity: Begin lesson by asking the question "How do we learn?" Wait for response. Show transparency (Attachment A) and begin review of ways to learn. Distribute Learning Styles Inventory (Attachment B) to the class and state directions. Upon completion of Attachment B learners will evaluate their own learning style.

Vocabulary: Vocabulary words will be displayed on a transparency (Attachment C). The instructor and learners will work together to establish definitions of the words.

Instructional Activity: The instructor will orally review the handout "Training in the Workplace" (Attachment D). After reading the material an open discussion will be initiated with the learners. The learners will identify methods they feel are successful in training their employees.

Guided Practice: The instructor will display a transparency (Attachment E). The class will study the table "Assumptions About People" and orally discuss their views. The students will work in groups and identify five characteristics they feel are necessary to provide training in the work environment. The students will orally share characteristics with the class. The instructor will display Attachment F for reinforcement of some characteristics.

Independent Practice: The learners will list three areas in their department that they feel training would benefit either their employees or the company. They will then identify methods that they might use in training. After round table discussion of the areas of training, the instructor will display Attachment G for reinforcement.

Evaluation: No formal evaluation will be given.

HOW DO PEOPLE LEARN???

Watching others

Trial and Error

Repetition

Doing after watching

Discovery

Listening

Practice

Reading instructions

Asking questions

Experimenting

Discussion

Writing things down

Directions: Place a check in the blank if the statement applies to you.

Learning Styles Checklist

_____ 1. I learn a process best when I read about it.

_____ 2. When I read, I jot down important information.

_____ 3. When learning a new procedure, it helps for me to hear other employees discuss it.

_____ 4. I learn best by actually doing a procedure.

_____ 5. When I'm learning something new, I often say the information aloud to help me remember it.

_____ 6. I can remember a process better by "seeing" it in my mind.

_____ 7. I enjoy typing on a computer keyboard.

_____ 8. I learn better when someone explains a job procedure to me.

_____ 9. The manuals I use on my job make more sense to me when I read them aloud.

_____ 10. I had rather read a work memo than have someone tell me its content.

_____ 11. I learn more from watching videos than reading manuals.

_____ 12. I like to hear co-workers discuss different aspects of the job.

_____ 13. When I need to deliver a message, I'd rather phone than write.

_____ 14. I prefer to move around when I'm learning something new.

_____ 15. When I try to remember how to do an operation, I try to picture it in my mind.

_____ 16. When learning new information, I like to learn in a group.

_____ 17. When I learn a new part of my job, I want to watch an example of how to do it.

_____ 18. Graphs, charts, and illustrations help me learn new job procedures.

_____ 19. I had rather work on a machine than read a manual.

_____ 20. To correctly understand a report, I must read it myself rather than have someone else explain it to me.

_____ 21. When I write, I seem to communicate better than when I speak.

_____ 22. I write down information when listening to an explanation.

_____ 23. I enjoy reading in my spare time.

_____ 24. When I hear information, I usually don't forget it.

_____ 25. When I'm learning a new job procedure, I like to discuss it with other employees.

_____ 26. When someone explains a new job procedure, I often take notes.

_____ 27. I can follow directions more easily if someone reads those directions to me.

_____ 28. It is difficult for me to sit still when learning in a classroom.

_____ 29. Procedural manuals are helpful when I am trying to learn a job.

_____ 30. My work life is more orderly when I write down my schedule.

Source: Workforce Partnership 2000. Enterprise State Junior College, Enterprise, Al.

Directions: Circle each number for which you checked a blank on the checklist.

Reading

1, 10, 20, 23, 29

Writing

2, 12, 21, 22, 30

Manipulating

4, 7, 14, 19, 28

Visualizing

6, 11, 15, 17, 18

Speaking

5, 9, 13, 16, 25

If you circled at least three numbers in any category, it is probable that you possess the learning style indicated by that category. The following suggestions may help you when you need to learn new information regarding your job.

If you learn best by **reading**:
- Read your manual before you hear an explanation of the job.
- When you watch someone perform the job, take notes about what they do, then read them later.
- Read your manual and study your notes repeatedly.
- Read instructions and safety rules rather than listen to someone else read them.
- When you encounter unfamiliar terms, look them up in the manual glossary or a dictionary.

If you learn best by **writing:**
- Take notes as you read your manual.
- Take good notes when someone else explains a process.
- List your job steps in order.

If you learn best by **hearing**.
- Listen to information about your job on audio or videotape.
- Read aloud when studying your manual.
- Listen to what supervisor and colleagues say about your job.
- Have a colleague read job information to you.
- Talk to yourself about your job.
- When you hear new information about your job, repeat it to yourself.

Glossary

Behavioral Modeling

Aspirations

Cooperative

Incentives

Learning Style

Glossary

Behavioral Modeling - A training technique that is based on the fact that people learn skills best by seeing and doing.

Aspirations - The wants of a person at any given time.

Cooperative - The ability to work with or get along with others.

Incentives - Something that tends to create initiative to accomplish something.

Learning Style - Method or methods preferred by a person when learning something.

TRAINING IN THE WORKPLACE

One of the best investments Fieldcrest can make to insure the future success of Fieldcrest is the development of our employees. The burden of directing the employees falls on the shoulders of supervisors. In everyday activities you are often applying policies or procedures outlined for you by the management of the company. Applying these policies or procedures incorrectly, inconsistently, or through misinterpretation can have an adverse impact on the well-being and morale of employees.

As supervisors, we spend a great deal of our time in giving instructions, monitoring results, solving problems, and in some cases, administering discipline where violations to company rules or polices occur. The supervisor's job is to **"train, mold, and strengthen"** the workforce. In adults, punishment rarely accomplishes this objective. The goal is to achieve good morale and enforcement of rules -- without resorting to punishment.

Supervisors authority must be recognized and accepted by subordinates. Whether or not this happens voluntarily depends on how the supervisor exercises his or her authority. It is most likely to occur when employees see their boss as one who is technically competent, who issues orders calmly and objectively rather than arrogantly. A boss who does not abuse authority, who is understanding, considerate, and respectful of employees' dignity will be a more effective manager.

No matter how good a leader a person is, situations will arise, incidents will occur, and difficult personalities will appear to test the supervisor's judgment. Often the supervisor is placed in a situation where he/she must make spur of the moment decisions. Positive supervision depends just as much on a supervisor's reputation for firmness as it does on friendly rapport with subordinates.

A good foundation of training in a company will enable the company to withstand numerous industry problems. ***Training*** is the key to the complete employee. A company is only as good as the employees they train.

TRAINING

DOES THE EMPLOYEE KNOW WHAT HE OR SHE IS SUPPOSED TO DO?

If employees are unsure of what they should do at work, then how are they to perform satisfactorily? If an employee is told to "keep busy" or to "lay low" how are they to learn to do their required responsibilities?

It is the responsibility of the SUPERVISOR, not the employee, to assure that all employees are not only doing their job but are trained to do their job. When you put a new employee to work without sufficient guidance or training the employee cannot be criticized for unsatisfactory performance. The person to hold responsible is the SUPERVISOR.

Ask yourself the following questions about an employee who is performing as well as you had expected.

- What was the employees length of training?
- How sure are you that the employee actually learned the job?
- Is there a deficiency in knowledge?

If deficiencies in knowledge occur, then more training is required. The supervisor and employee must spend more time together clarifying exactly what the employee is supposed to do.

People do not act with the same openness when speaking to their boss or authority figure as they do when speaking to a friend or peer. They take the boss's position of power into consideration and refrain from arguing or expressing different opinions. The boss's presence sometimes controls the behavior of the employee.

Requirements for Positive Reinforcement:

- Reinforce in a positive way for every improvement, no matter how small.
- Reinforce immediately by giving praise.
- Reinforce consistently to maintain continued good performance never eliminate reinforcement for it must be continued to maintain good performance.
- Reinforce specifically. Tell exactly what was done that was right.
- Reinforce on individualized basis. Know what's of value to the person whose behavior you're trying to change.

- **Remember you are judged as a manager by the performance of the people you manage.**

Managers must do more than motivate if they want to improve performance - they must make the decision to reinforce good behavior and they must show people how to correct behavioral problems.

Three basic facts about management:

1. Management is getting things done through others.
2. You need your subordinates more than they need you.
3. You get paid for what your subordinates do, not what you do.

ASSUMPTIONS ABOUT PEOPLE

Traditional	Potential
1. People are naturally lazy; they prefer to do nothing.	People are naturally active, they set goals and enjoy striving.
2. People work mostly for money and status rewards	People seek many satisfactions in work: Pride in achievement; enjoyment of process; sense of contribution; pleasure in association and stimulation of new challenges, etc.
3. The main force keeping people productive in their work is fear of being demoted or fired.	The main force keeping people productive in their work is desire to achieve their personal and social goals.
4. People remain children; they are naturally dependent upon leaders	People normally mature beyond childhood; they aspire to independence, self-fulfillment and responsibility.
5. People expect and depend on direction from above; they do not work to think for themselves.	People close to the situation see and feel what is needed and are capable of self direction.
6. People need to be told, shown and trained in proper methods of work.	People who understand and care about what they are doing can devise and improve their own methods of doing work.
7. People need supervisors who will watch them closely enough to be able to praise good work and reprimand errors.	People need a sense that they are respected as capable of assuming responsibility and self-correction.

*Taken from McGregor, Douglas. "The Human Side of Enterprise", McGraw Hill, 1961 and lecture by Goodwin Watson in Reports of National Training Laboratories Key Executive Conference, 1961.

HELPING CHARACTERISTICS

When you go to somebody for help, what characteristics do you look for in them???

Good communicator

Experienced

Knowledgeable

Understanding

Sympathetic

Willingness to help

Patience

Encouragement

Willing to say "I don't know" if they don't

Cooperative

Survey findings of what employees want:

- **Good Leadership**
- **Be informed**
- **Be treated with human dignity**
- **Incentives and opportunities to grow and progress**
- **Relative independence and freedom in the conduct of own affairs**
- **Respect of others**
- **Relative degree of security and safety**
- **Comparable working conditions and pay**
- **Treated fairly**

Adapted from Basic Supervisor Training Leadership TQM

Reasons for Training in the Workforce

- Improve Quality
- Reduce Costs
- Increase Production
- Improve Customer Service
- Improve Safety

Quality

- *Quality is everyone's business*
- *Quality problems need to be addressed by the first person who sees them and appropriately handled*
- *In order to produce first quality products, performing in a quality conscious manner must become a way of life for each employee*

Quality First!!!

- *Quality is defined as conformance to requirements.*
- *The system for achieving quality is prevention, not appraisal.*
- *The performance standard is zero seconds, not "that's close enough".*
- *The measurement of quality is the price of non-conformance, not indexes.*

Quality at Fieldcrest

1. What is quality?

2. Describe how management can communicate the need for quality throughout the organization.

3. Which factor is the most important - quality or production? Why?

4. List some rewards of higher quality products?

5. What is quality awareness?

6. Who is responsible for quality?

7. What does the term non-conforming products mean?

8. What kind of quality checks are done in your department? Who does the checks?

The employees in the sewing department have to ensure quality products are being made. How do they do that?

Girls check work, Supervisor documents girls work everyday. Check to make sure there is no run offs, no broken stitches, machine is sewing correctly, no skip stitches, the binding is not rolling, etc.

How can the laundry area make sure they are dying quality products?

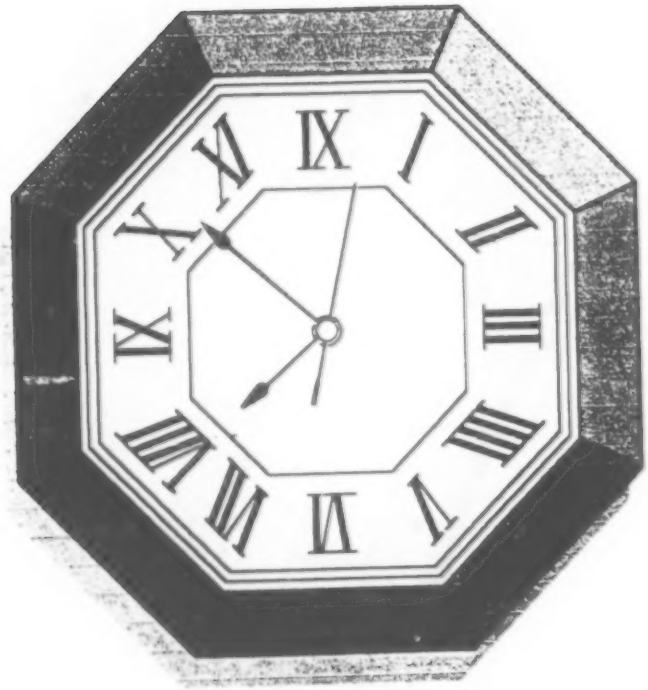
Follows procedures correctly.
Accurate chemical measurements.
Check color with specification.

Describe what the inspection area does in order to ensure that only quaiity rugs are being sent to customers?

Checks entire rug for color, stitches, loop lines, labeling.

Does the tufting department take any measurements to ensure quality?

Spot Checks on incoming raw material.
Spec Sheet is used on raw material.
Check weight, pile height, loop or cut.



Time Management

Module: **Time Management** **Overall Time 60 min**
Job Title: **Supervisors** **Page 1**

Specific Instructional Objective	Learning Activities	Time	Resources/ Materials	Evaluation Process
Demonstrate the ability to organize time and prioritize responsibilities.	**Motivational Activity:** Instructor will ask learners how they spend the majority of their time each day.	10 min	Board/Markers	Participation
	Vocabulary: Learners will work together to identify definition of words. (Attachment A)	10 min	Attachment A	Participation
	Instructional Activities: Review and discuss Attachments B, C and D. Lesson plan has complete details.	15 min	Attachments B, C and D	Participation
	Guided Practice: Instructor will guide learners through completeting Attachment E.	10 min	Attachment E	Participation
	Independent Practice: Learners will complete Attachment F. Discussion will follow.	10 min	Attachment F	Completion
	Closure/Evaluation: Review and completion of Attachment G.	10 min	Attachment G	Completion

Job Title: Supervisors

Module: Time Management

General Instructional Objective: Demonstrate the ability to organize time and prioritize responsibilities.

Specific Instructional Objective: Demonstrate the ability to organize time and prioritize responsibilities with 100% accuracy.

Vocabulary: Introduce vocabulary words to learners, work together in class to determine definitions Attachment A.

Instructional Activity: Have participants review and discuss Attachment B (Samples of Responsibilities for Managers). Divide into groups of 3 or 4 and ask them to brainstorm ideas in order to answer the following question: How can effective planning improve our responsibilities as a manager? Views will be discussed.

Display graph (Attachment C) and discuss the concept of time and its relationship to management problems. Display Attachment D "Do you Have a Time Management Problem? Discuss with class if any of these factors apply to them or their department.

Guided Practice: The instructor will guide the learners through and outline (Attachment E) to identify plans and guidelines that will enable them to be better organized and use their time more effectively.

Independent Practice: The instructor will distribute "Time Management Audit" (Attachment F) for the learners to complete. Upon completion the learners will discuss their weaknesses and strengths in regards to planning, organizing and time management.

Closure/Evaluation: A review of the lesson will be given by the instructor. The learners will then complete Attachment G for a formal assessment of material presented.

Glossary

Planning - determining what needs to be done and who should do it

Long Range Plans - needs and wants that extend into the future for long periods of time

Short Range Plans - needs and wants that extend for short periods of time

Controlling - actually communicating assignments to personnel and monitoring progress

Priorities - tasks listed in order of importance

Schedule - a time table showing when work tasks will occur and how long they will take

Procrastinate - the act of putting off action until a future time

Samples of Responsibilities for Managers:

- Planning
- Controlling
- Providing performance feedback
- Coaching and counseling employees
- Motivating employees
- Problem solving
- Communicating
- Personal development

At any given time in a person's career, the emphasis on a given responsibility may change. For example, early in your career the planning responsibility may warrant much more emphasis than the coaching and counseling responsibility, since you have probably performed many tasks your employees perform and can readily "coach" or "model" how the task should be done.

Planning and all the steps involved may be newer to you, and consequently may have a higher priority. Planning is a skill that has to be learned the same as any other skill. Experience will be a major tool in improving your planning skills. With managerial experience, you are better able to plan and anticipate problems than you were when you first became a manager.

According to a recent issue of Time magazine, we live in the age of "time famine." Life is getting more and more hectic. The daily treadmill is accelerating, and we have to run faster and faster just to stay in one place. People all across America are feeling the crunch. The demands of the competitive marketplace put such a premium on personal productivity that if you're not productive, you're out. The result is a tremendous pressure to perform, coupled with a sense of overwhelming insecurity about the future.

Planning is an effective way to manage your time both at work and at home. Controlling our lives means controlling our time, and controlling our time means controlling the events in our lives. The *top five time robbers* identified are:

Interruptions

Procrastination

Shifting priorities

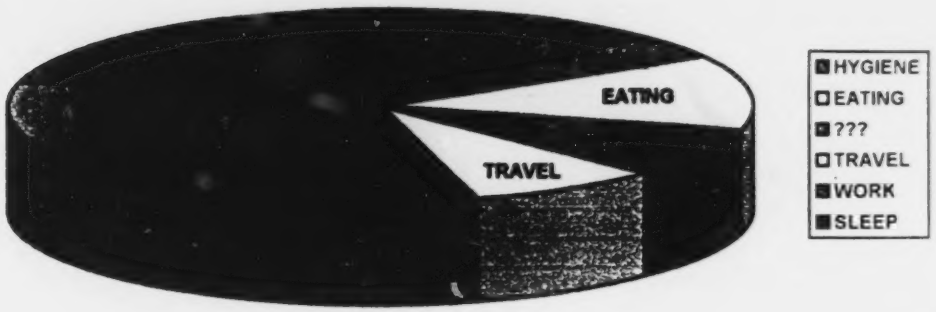
Poor planning

Waiting for answers

The following is a list of time robbers that may be familiar to you and your workforce.

- Unclear job definition
- Unnecessary meetings
- Too much work
- Poor communication
- Equipment failure
- Disorganized boss
- Red tape
- Conflicting priorities
- Low company morale
- Untrained staff
- Lack of authority
- Mistakes of others
- Revised deadlines
- Failure to listen
- Absentmindedness
- Failure to delegate
- Poor attitude
- Indecision
- Socializing
- Lack of self discipline
- Perfectionism
- Paper shuffling
- Preoccupation
- Unclear personal goals
- Clutter workspace
- Outside activities

HOW YOU SPEND YOUR TIME



Activity	Hours
Sleeping	8
Personal Hygiene	1
Preparing and eating meals	3
Traveling	2
Working	8
Total Hours	**22**

On the average, this leaves about two hours each day to do all of the other things that make life worth living. However, most people, by their own accounts, waste at least two hours a day.

Source: "How We Spend Our Time," adapted from Time Management Center, P.O. Box 5, Grandville, Mich. 49418

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Do You Have A Time Management Problem?

One of the most important factors in job performance is effective use of your time. You know you have a time management problem when:

- you are always late for meetings and appointments
- you are typically behind in your work or personal responsibilities
- you often feel hurried, harried, and hassled
- you don't have enough time for basics - sleeping, eating, family
- you often feel fatigued - worn out physically and mentaliy
- you often forget appointments, meetings, and other responsibilities
- you are constantly working
- you can't meet deadlines - even if you are constantly working

Time is both personal and finite. It is personal in that the best statement of who you are is the way you spend your time. Your use of time reflects your needs, goals, and accomplishments as does no other single thing. Time is finite in that each person has only 24 hours a day.

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Organization/Planning

Organizational ability becomes more important as you rise higher in your work level. You must eliminate the common habit of putting off until tomorrow what should be done today. You must make a plan before you start.

Get a Clear Idea of the End Product. If you are following instructions from a supervisor, make sure you have understood all that you were told.

Develop a Procedure. The procedure consists of a step by step plan of action. You should think logically about what should be done first, what next, and so on.

Determine the Resources You Need to Accomplish the Task. It may help to ask yourself, "What equipment, supplies help from other workers, workspace, and the like, will be needed to get the job done?"

Obtain the Needed Resources and Take Care of Any Preliminaries. When you accomplish this, you will be ready to begin. You will have what you need available and you will have a plan of action to follow.

Follow the Procedure. As you follow your plan of action you should be alert and aware of any important safety precautions, quality concerns, company rules and policies, and critical information about how to perform each step in your procedure effectively and efficiently.

Evaluate Your Work. Compare the product or results with your intended objectives or outcomes as specified in step one above. Did you get the job done well?

Don't Leave Your Workday to Chance. Plan each day the night before or before you begin your work in the morning.

Learn to Work Under Pressure. The ability to work under pressure or abnormal conditions contribute to your good health. This means you are able to meet deadlines, keep three or four job going at once, and do extra work without panic. Sometimes when pressure mounts, it helps to stop for a moment and take a few deep breaths. Relaxation is the key, and many of us must train ourselves in relaxation.

When you have more work than you can possibly finish, you are in a crisis. In a crisis, you have two problems. The first problem is that you feel stress. The second problem is that you must somehow finish your work. You can solve both of these problems by managing your time carefully. Stress occurs when you feel tense about a situation. To deal with a crisis or stress you often must make a decision quickly. You need to figure out an effective way to produce a desired outcome or result.

Teamwork is important in a crisis. You need to delegate some of your responsibilities to other workers. Get organized. When you are organized you are preventing yourself from losing time.

Rules for Effective Time Management

- **Know what is expected of you**. Good time management begins with knowing what you are supposed to accomplish and in what order of priority.

- **Set priorities**. Concentrate your time, energy, and talents on the tasks most important to you and your organization.

- **Start each day by making a to do list**. Make this practice as habitual as brushing your teeth. Write down all of the things you want to accomplish that day, and rank these in order of importance.

- **Eliminate time wasters**. Good time management requires combining similar tasks and eliminating unnecessary ones.

- **Make good use of waiting time**. In our complex society, we often run into delays. Be prepared to use this time productively.

- **Provide enough time.** The saying "Haste makes waste" is true. If you do not give yourself sufficient time to accomplish a task, mistakes and decreased performance is inevitable.

- **Focus your efforts**. A fundamental rule of effective time management is to concentrate on the task at hand. Frustration and mistakes results from trying to do too many things at once.

- **Keep a delegation file**. Time and energy are wasted when managers fail to follow up on tasks they delegate. Relying on memory is not enough.

- **Use meetings effectively**. A meeting is a two-edged sword. It can be useful and productive, or it can waste valuable time

TIME MANAGEMENT AUDIT

1. Does everyone in your organization, including yourself, have a common understanding of the goals of the organization?

Yes No

2. Does everyone in your organization, including yourself, have a clear understanding of job duties in order of priority?

Yes No

3. Is there a calendar and bulletin board available to all employees, showing important schedules and events?

Yes No

4. Is the telephone communication system for your organization the most efficient possible?

Yes No

5. Is the mail system for your organization the most efficient possible?

Yes No

6. Is the physical layout of departments, offices, and equipment the most efficient possible?

Yes No

7. Do you have regularly scheduled meetings that facilitate communication upward, downward, and lateral that facilitate the coordination of work?

Yes No

8. Have you asked your subordinates, "What do I do that wastes your time or reduces your effectiveness?"

Yes No

9. Do you and your subordinates maintain daily appointments books or "to do" lists and check off tasks as they are completed?

Yes No

10. Do you prioritize your own work, always working on the most important items first?

Yes No

11. Do you have accurate and easy to read clocks convenient to work stations?

Yes No

12. Can employees quickly and easily obtain any information needed in conducting day to day business?

Yes No

13. Is the flow of work such that things rarely get overlooked and work rarely gets done twice (such as main being misplaced or two people filling the same order)?

Yes No

14. Is there effective communication and cooperation between supervisors and employees?

Yes No

15. Are you a decisive person?

Yes No

16. Do you always use the most effective communication medium when relating to others - telephone, fax, letter, report, discussion, etc.?

Yes No

17. Whenever possible, do you schedule meetings to last no more than 1-1/2 hours?

Yes No

18. Does the formal structure of your organization facilitate the quick and accurate flow of information?

Yes No

19. Does the equipment in your organization - machinery, tools, processing equipment - function properly?

Yes No

20. Do you make sure there are money, materials, methods, and manpower available to do the job, with no time wasted.

Yes No

21. Do you write clearly and legibly so that others know what you mean and waste no time deciphering your scribbles?

Yes No

22. Do you and your subordinates schedule sufficient time to perform each vital function - planing, implementing, and evaluating work?

Yes No

23. For all business meetings - group or one on one - do you prepare a list of topics you want to address, and then address them?

Yes No

24. Are you effective at saying no when necessary?

Yes No

25. Is your own desk and work area well organized and free of clutter?

Yes No

26. Are unnecessary interruptions effectively controlled?

Yes No

27. Do you periodically ask "What is the best use of my time right now?" and then act on the answer?

Yes No

If you scored less than 25 on this audit, take some time and go over the questions you marked no this is the area you need to try to focus on.

Adapted from Personality Development for Work, South Western Publishing Co.

What Do You Think?

1. Overall, how would you rate your time management effectiveness? What steps can you take to maintain or improve your performance?

2. What are the critical elements of your job? What are the most important tasks for you to accomplish?

3. What distractions and time wasters do you face?

WORD SEARCH

Directions: Find and circle the words listed below.

I	N	T	E	R	R	U	P	T	I	O	N	S	Q	W	E	R	T	E
M	A	S	I	H	T	O	D	E	M	E	I	S	B	B	O	B	T	Y
P	L	A	N	N	I	N	G	M	E	V	E	E	J	A	C	A	N	O
L	U	N	D	J	I	M	K	O	L	P	T	R	N	E	G	K	E	B
E	H	B	E	Y	G	V	T	F	V	R	C	T	D	E	N	S	M	A
M	M	B	C	F	E	L	U	D	E	H	C	S	L	F	I	D	E	S
E	O	Q	I	W	E	R	T	Y	U	I	O	E	P	L	L	K	V	J
N	A	T	S	I	H	T	O	D	E	M	D	S	D	F	L	G	E	H
T	S	D	I	S	E	I	T	I	R	O	I	R	P	J	O	A	I	C
A	N	A	O	V	D	R	O	J	W	E	H	T	A	M	R	B	H	O
T	M	A	N	T	A	T	H	E	W	W	E	L	S	O	T	N	C	R
I	E	T	A	N	I	T	S	A	R	C	O	R	P	G	N	D	A	O
O	E	R	S	R	O	D	I	G	E	R	S	W	E	B	O	B	H	A
N	A	H	S	Y	L	R	E	O	V	E	B	N	O	S	C	I	R	R
N	E	N	O	C	O	M	M	U	N	I	C	A	T	I	O	N	L	A

Achievement
Communication
Controlling
Delegate
Implementation
Indecision
Interruptions
Motivation
Planning
Priorities
Procrastinate
Schedule
Stress

WORD SEARCH

Directions: Find and circle the words listed below.

I	N	T	E	R	R	U	P	T	I	O	N	S	Q	W	E	R	T	E
M	A	S	I	H	T	O	D	E	M	E	I	S	B	B	O	B	T	Y
P	L	A	N	N	I	N	G	M	E	V	E	E	J	A	C	A	N	O
L	U	N	D	J	I	M	K	O	L	P	T	R	N	E	G	K	E	B
E	H	B	E	Y	G	V	T	F	V	R	C	T	D	E	N	S	M	A
M	M	B	C	F	E	L	U	D	E	H	C	S	L	F	I	D	E	S
E	O	Q	I	W	E	R	T	Y	U	I	O	E	P	L	L	K	V	J
N	A	T	S	I	H	T	O	D	E	M	D	S	D	F	L	G	E	H
T	S	D	I	S	E	I	T	I	R	O	I	R	P	J	O	A	I	C
A	N	A	O	V	D	R	O	J	W	E	H	T	A	M	R	B	H	O
T	M	A	N	T	A	T	H	E	W	W	E	L	S	O	T	N	C	R
I	E	T	A	N	I	T	S	A	R	C	O	R	P	G	N	D	A	O
O	E	R	S	R	O	D	I	G	E	R	S	W	E	B	O	B	H	A
N	A	H	S	Y	L	R	E	O	V	E	B	N	O	S	C	I	R	R
N	E	N	O	C	O	M	M	U	N	I	C	A	T	I	O	N	L	A

Achievement
Communication
Controlling
Delegate
Implementation
Indecision
Interruptions
Motivation
Planning
Priorities
Procrastinate
Schedule
Stress

Policy & Procedures

NOTE:

This unit was taught by Fieldcrest Personnel Officer.

Some material not included due to company sensitivity.

Module: Policy and Procedures **Overall Time: 1 hour**

Job Title: Supervisors **Page 1 of 1**

Specific Instructional Objective	Learning Activities	Time	Resources/ Materials	Evaluation Process
Learners will calculate the absenteeism rate with 100% accuracy.	**Motivational Activity:** Display sample attendance record (Attachment A). Learners will determine if employee has violated the absenteeism rule.	10 min	Overhead Projector Attachment A	Participation
	Direct Instruction: The instructor will administer a pre-test (Attachment B) pertaining to the absenteeism policy. The instructor will show a video on the subject of absenteeism. The learners will read the policy and procedure handout (Attachment C). Open discussion will follow.	10 min	Video, VCR Attachment B Attachment C	Observation
	Guided Practice: Learners and instructor will determine if sample attendance records (Attachment D) require disciplinary measures and if so what measures should be taken.	10 min	Attachment D	Participation
	Independent Practice: Learners will complete absenteeism records (Attachment E).	10 min	Attachment E	Participation
	Evaluation: Post test (Attachment F).	5 min	Attachment F	Completion

Job Title: Supervisors

Module: Policy and Procedures

General Instructional Objective: Learners will be able to identify correct methods to initiate enforcing policy and procedures at Fieldcrest Cannon.

Specific Instructional Objective: Learners will be able to identify positive techniques to incorporate Fieldcrest Cannons policy and procedures.

Motivational Activity: Begin lesson by displaying a calendar (Attachment A) listing an employees attendance record. After review of calendar begin an open discussion to determine if the attendance record violates the learners policy.

Direct Instruction: The instructor will give a short pre-test (Attachment B) concerning the absenteeism policy. The instructor will show a short video pertaining to Fieldcrest Cannons policy on absenteeism. After review of the video, the learners will read and review Attachment C. The instructor will then initiate an open discussion relating to issues that occur while trying to interpret the policy an procedure manual.

Guided Practice: The instructor will display several examples of employees attendance records (Attachment D). The instructor and learners will work together to determine if and when disciplinary measures should be taken according to the records data.

Independent Practice: Learners will complete practice sheets (Attachment E) pertaining to absenteeism examples.

Evaluation: Post test will be administered (Attachment F).

Safety

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Module: Safety **Overall Time 1 hour**

Job Title: Supervisors **Page 1 of 1**

Specific Instructional Objective	Learning Activities	Time	Resources/ Materials	Evaluation Process
Employees will identify two safety hazards that apply only to their department with 100% accuracy.	**Motivational Activity:** Divide class into groups and distribute paper bag containing several unknown articles to each group.	10 min	Paper bags, several small articles such as silly putty, yarn, string, candy, etc.	Participation
	Vocabulary: Class will work together to obtain definitions (Attach A). Students and instructor will identify definitions of words together. .	10 min	Attachment A, Overhead Projector, transparency	Participation
	Instructional Activities: The instructor will lead a general discussion about plant safety	15 min	Attachment B, Paper/pencil	Instructor checks for understanding
	Guided Practice: Distribute Attach C. The students will list potential safety hazards in their department and give the precautions that are taken to avoid injuries. Students will discuss hazards with their co-workers.	20 min	Attachment C, Paper/pencil	Participation
	Independent Practice The students will complete Attachment D.	10 min	Attachment D	Completion
	Closure/Evaluation No formal evaluation will be given.			

Job Title: Supervisors

Module: Safety

General Instructional Objective: To reinforce and review safety guidelines at Fieldcrest Cannon.

Specific Instructional Objective: Employees will be able to identify two safety hazards and precautions for the hazards that apply to their department.

Motivational Activity:

The instructor will divide class into groups and distribute one paper bag containing several unknown articles to each group. Each employee will put their hand in the bag and try to guess what the bag contains.

Employees will then have a discussion on what they believe is in the bag. The instructor will now show employees the actual articles that were placed in the bag. (Examples of articles in bag - silly putty, emery board, licorice, string, gum, etc.). Discuss how employees felt about putting their hand into an unknown area. The instructor will stress the fact that putting your hand into an unknown environment could have been hazardous.

Vocabulary:

The class will work together to define the vocabulary words that are listed on Attachment A. This will be done as a group activity.

Instructional Activities:

Distribute a copy of Safety at Fieldcrest (Attachment B) to each student. The instructor will give a brief overview of the reading material. Open discussion will be initiated.

Guided Practice:

The instructor will divide learners into small groups. The learners will identify safety hazards that are unique to their department and the precautions that are taken to reduce these hazards. The learners will share their findings to the class.

Independent Practice:
The learners will complete Attachment D to reinforce their knowledge and expertise concerning Fieldcrest Safety.

Closure/Evaluation:
No formal evaluation will be given.

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Glossary

Protective Gear - Clothing and equipment that protects a worker from hazards

Warning Labels - Information on a label that tells what may happen if a product is not used correctly

Precaution - A way of being careful before something dangerous happens

Safety - to avoid danger or accidents

Stress - body or mental tension

Protection - to shield from injury or harm

Horseplay - rough or boisterous play

Housekeeping - to perform routine duties of maintaining clean work area

Safety at Fieldcrest

Most accidents are caused by unsafe condition, an unsafe act, or a combination of the two resulting from neglect, carelessness or lack of safety knowledge. Common causes of accidents include:

- Using the wrong tool.
- Using a tool incorrectly.
- Failure too use proper guards or protective equipment.
- Taking unnecessary chances.
- Assuming an awkward position.
- Bad housekeeping practices.

It is everyone's responsibility to recognize and eliminate unsafe conditions in the workplace. While it is the employer's responsibility to provide working conditions that are as safe as possible, it is the responsibility of each worker to keep those conditions safe and develop a positive attitude toward safety. Safe habits must be acquired and developed for everyone's protection.

Accidents and Injuries

Accidents can happen to anyone, but they are not inevitable. Accidents can be avoided by taking action to keep them from happening. Accidents don't just happen, they are caused by people either doing something they should not do, or failing to do something they should.

Physical conditions may contribute to accidents, but it takes people combined with hazards to result in accidents and injuries. Understanding that accidents are caused by people and working conditions is the key to controlling them. Accidents and injuries can be reduced and eliminated by:

- **Recognizing** potential accident causes.
- **Avoiding** exposure to accidents.
- **Preventing** or correcting hazardous conditions that exist.

The following are basic guidelines for recognizing , avoiding, and preventing some of the more common industrial hazards.

Fires and Explosions. Prevent fires by keeping flammable materials such as wood, paper, oil, grease, gases, dust or vapor isolated from possible source of ignition.

Handling Materials. Nearly 25 percent of all work related injuries are caused by lifting, carrying and handling materials incorrectly.

Tools. Learn to operate hand tools properly, using the correct tool for the job. Make sure tools are in good shape and are not defective.

Machinery. Moving parts on machinery can present a hazard for the person who works on a machine, or pass near it. To help avoid machine-related accidents.

- Shut power to the machine off whenever maintenance is being done.
- Lock out power to the machine during maintenance to prevent the machine from being turned on by someone else.
- Be aware of hazardous mechanisms on machinery.

Working or Walking Surfaces. Surfaces including floors, ladders, platforms, stairs and benches should be kept clean and in good condition.

- Keep aisles open and free of obstructions.
- Clean up dirt, grease or liquid spills immediately to avoid slips or falls.
- Keep the floor clear of tools and materials that can cause people to trip and fall.

Safe Material Handling

Most material handling related injuries are caused by lifting, carrying and setting down materials improperly. Most injuries can be avoided by taking the time to think about how the job can be done safely.

Manual Lifting

Follow these guidelines when lifting any object by hand.

Size up the load and determine if it can be lifted safely by hand. Don't overestimate how much you can lift and handle safely.

Make sure there is adequate clearance for the load to be lifted, transported and set down. Grip the load firmly with both hands to be sure footing is secure and stable.

Use legs and arms to lift, not your back. Keep your back straight. If the object can't be lifted this way, get help.

Make sure you can handle the weight and shape of the load and that you can see where you are going.

Don't twist your body while it is under strain. Set the load down the same way it was picked up, bending the knees and keeping your back straight.

Hand Tool Safety

Most hand tool related accidents occur for one of the following reasons:

- Use of defective tools.
- Use of the wrong tool for the job.
- Use of the correct tool in the wrong way.
- Inadequate or improper tool maintenance.

Defective Tools

Handles on some tools can be defective even if they appear sound. For example, cracked or loose handles on hammers, screwdrivers, shovels, etc. may not be easily seen. Always check a tool closely to ensure there are no hidden defects.

Temporary repairs, such as taping the cracked handle of a hammer, only hide a potential hazard. Always replace broken or defective tools immediately.

Using the Wrong Tool

Quality tools have been designed to do just about every job. It is necessary to make certain tools are available, when and where they are needed. When the right tool is not handy, people are often tempted to use a less suitable tool to do the job.

Some examples would be:

- Using the wrong size or kind of wrench.
- Prying open crates with screwdrivers or tools other than a crowbar.

Right Tool - Wrong Method

Adjustable wrenches are among the most commonly misused hand tools. When using adjustable wrenches many people push instead of pull. Pushing against an adjustable wrench may cause the force to be against the adjustable jaw, which is weaker than the fixed jaw. This can damage the wrench, and end in an injury to the user. To avoid injury you should simply turn the wrench over.

Tool Maintenance

Follow these guidelines to ensure proper hand tool maintenance:

- Regularly inspect all tools for damage.
- Make sure tool handles are intact and securely attached.
- Keep cutting tools (chisels, drill bits, punches) sharp.

Electrical Safety

Electrical shock occurs if the body becomes part of an electrical circuit. This can happen in three ways:

- Contact with both the hot and neutral conductors of a circuit at the same time.
- Contacting a current-carrying conductor while it is in contact with ground. This is called unintentional grounding.
- Short circuits.
- Some important electrical safety rules that should be followed are:

- Check the work area for puddles or wet surfaces, nearby circuits to be avoided and metal objects against which you could be grounded.
- Do not wear rings, watches or metal jewelry while working near electrical circuits.
- Do not use metal ladders or uninsulated metal tools on or near circuits.
- Shut off and lock out power while repairing a circuit.
- Examine all electrical tools and equipment for signs of damage or deterioration.
- Do not energize or de-energize a circuit unless:
- You are authorized to do so.
- You are familiar with circuit controls and what is connected in the circuit.
- All other workers are not in danger and have been specifically notified that power is about to be turned on or off.

Electric Hand Tools

Most accidents involving electrical hand tools can be prevented by following these guidelines.

- Make sure all power tools are insulated.
- Shut off all power to machinery when repairing.
- Inspect insulation on all wires and cables for worn or frayed areas.

- re-energize the circuit until the problem is found and corrected.
- Make sure equipment and powered hand tools are grounded.

Ladder Safety

Accidents involving ladders are the result of carelessness, either in placement or in use. To avoid falls and other accidents, follow these guidelines:

All straight ladders should be erected and positioned with their bases one quarter of their working length from the wall.

All straight ladders should be equipped with self-leveling, non-skid safety feet.

Stepladders

- Always open stepladders all the way, with the shelf or spreader braces locked to prevent collapse.
- Don't climb a stepladder while it is still folded.
- Don't stand on the top of a stepladder, its an unsafe working platform.
- Have someone steady the ladder while you climb or work.
- Avoid overreaching from a stepladder, reaching too far sideways can cause the ladder to fall or slip.
- Never leave a stepladder standing unfolded without support.

Protective Equipment

Many jobs require an employee to use certain equipment or clothing for his personal protection and safety. Some examples of personal protective equipment include:

Eye Protection. Many include safety glasses, safety goggles or face shields or face shields. All are designed to protect the eyes from flying particles.

Ear Protection. Ear plugs are used to protect the ears against continued exposure to loud noises.

Hand Protection. Many types of gloves are available to protect hands against cuts and scratches, as well as from exposure to chemicals.

Toe/foot Protection. Leather, closed toe shoes, or safety shoes are required on the floor.

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SCOTTSBORO RUG MILL
SAFETY RULES

1. Failure to follow any safety rule or procedure established for your particular job shall be regarded as negligence in the performance of duties.

2. Smoke only in authorized areas.

3. Report to supervisor any accident occurring on company property and undergo prescribed treatment.

4. Wear goggles, ear protection, hard hats, safety shoes, respirator or other personal protective equipment when required by safety rules.

5. Do not engage in horseplay or scuffling in mill or on company premises.

6. Do not run in mill or on company premises.

7. Do not enter or leave mill or company premises through entrances other than regular doors or gates.

8. Do not spit on floor or throw litter or waste on floor or in yard. Place all trash in trash can.

9. Do not clean, oil or adjust machine in motion unless with specific approval of foreman.

10. Do not commit any act tending to endanger the health, safety or welfare of yourself or any other person.

11. Know and observe all corporate safety policies.

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12. Do not block any fire exits, fire extinguishers or fire hoses at anytime.

13. No employee other than electrician or electrical mechanic shall replace fuses or tamper with any electrical boxes or circuits.

14. Employees will use lock-out procedure when working on any equipment.

15. If it is necessary to enter any confined space (salt pit or latex tank), employee should notify supervisor and will be issued appropriate protection and instructions at that time. Another employee must be present outside door of oven or tank.

16. If it becomes necessary to use any ladder or safety platform, the employee should check condition of the device to be used and check with immediate supervisor about any special conditions that are present.

17. Do not walk or stand under a lift truck pan or overhead hoist at any time.

18. Do not use air hose to clean off clothing or any part of body.

19. Only authorized employees will use welders -- they must use welding screen and other protective equipment and observe all safety rules which apply to the specific job.

20. When moving any buggy, flat or heavy load such as extractor buggy or coater buggy, these must be pushed.

Safety Worksheet

The following words pertain to your job safety:

Automatic Knife	Protective gear	Warning Labels	Steam
Pinch Point	Hazard	Precaution	Caustic
Housekeeping	LockOut-Tag Out		

DIRECTIONS: Read the definitions below. Place the vocabulary word on the line in front of the correct definition.

1. _____ A way of being careful before something dangerous happens.

2. _____ Clothing and equipment that protects a worker from hazards.

3. _____ A device that allows you to cut automatically.

4. _____ Danger zones that are formed between a moving object and a stationary object, or between two continuously moving objects.

5. _____ A danger, a risk.

6. _____ Information on a label that tells what may happen if the product is not used correctly.

7. _____ A vapor arising from a heated substance.

8. _____ To perform routine duties of maintaining clean work areas.

9. _____ Capable of destroying by chemical action.

10. _____ Necessary whenever service or maintenance is performed around any machine where an injury may occur.

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Safety Worksheet

The following words pertain to your job safety:

Automatic Knife	Protective gear	Warning Labels	Steam
Pinch Point	Hazard	Precaution	Caustic
Housekeeping	LockOut-Tag Out		

DIRECTIONS: Read the definitions below. Place the vocabulary word on the line in front of the correct definition.

1. **precaution**	A way of being careful before something dangerous happens.
2. **protective gear**	Clothing and equipment that protects a worker from hazards.
3. **automatic knife**	A device that allows you to cut automatically.
4. **pinch point**	Danger zones that are formed between a moving object and a stationary object, or between two continuously moving objects.
5. **hazard**	A danger, a risk.
6. **warning labels**	Information on a label that tells what may happen if the product is not used correctly.
7. **steam**	A vapor arising from a heated substance.
8. **housekeeping**	To perform routine duties of maintaining clean work areas.
9. **caustic**	Capable of destroying by chemical action.
10. **lock out - tag out**	Necessary whenever service or maintenance is performed around any machine where an injury may occur.

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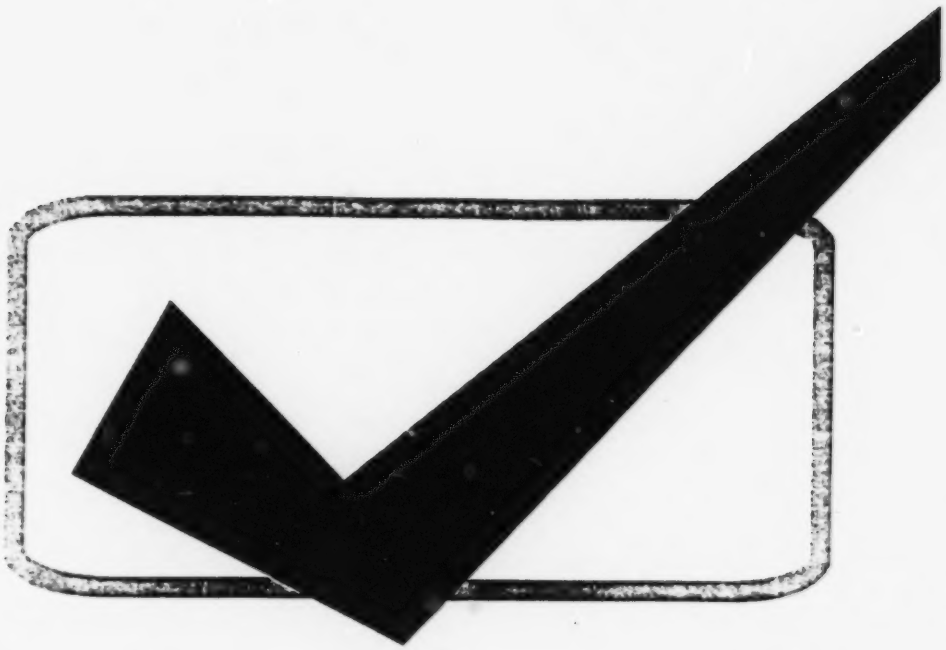

Check Your Math Skills

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Vocabulary Terms

Symbol	Meaning	Example
=	is equal to	4 = 4
>	is greater than	7 > 3
<	is less than	2 < 9
$\not=$	not equal	$\frac{1}{2} \not= \frac{3}{4}$

Common denominator - a number that all the denominators will divide into evenly

Example: $\frac{3}{15}$ $\frac{4}{12}$

Proper fraction - a fraction whose numerator is smaller than its denominator

Example: $\frac{4}{6}$ $4 < 6$

Improper fraction - a fraction whose numerator is greater than or equal to its denominator

Example: $\frac{4}{4}$ or $\frac{9}{4}$

Adding and Subtracting Like Fractions

Fractions with the same denominator have a **common denominator.** The fractions $\frac{1}{7}$ and $\frac{6}{7}$ have a common denominator of 7. These fractions are also called **like fractions.**

To add like fractions, follow these steps:

Step 1 Add only the numerators.
Step 2 Use the same denominator in the answer.
Step 3 Write the sum in lowest terms.

Examples

A $\quad \frac{7}{10} + \frac{1}{10}$

$\frac{8}{10} = \boxed{\frac{4}{5}}$

B $\quad \frac{5}{8} + \frac{7}{8}$

$\frac{12}{8} = 1\frac{4}{8} = \boxed{1\frac{1}{2}}$

To subtract like fractions, follow these steps:

Step 1 Subtract only the numerators.
Step 2 Use the same denominator in the answer.
Step 3 Write the difference in lowest terms.

Examples

C $\quad \frac{7}{10} - \frac{1}{10}$

$\frac{6}{10} = \boxed{\frac{3}{5}}$

D $\quad \frac{1}{5} - \frac{1}{5}$

$\boxed{0}$

Practice

Add or subtract. Write the answers in lowest terms.

$$\frac{3}{11} + \frac{6}{11} = \boxed{\frac{9}{11}}$$

$$\frac{2}{25} + \frac{23}{25} = \boxed{1}$$

$$\frac{3}{8} + \frac{7}{8} = \boxed{1\frac{1}{4}}$$

$$\frac{13}{15} + \frac{1}{15} = \boxed{\frac{14}{15}}$$

$$\frac{13}{16} - \frac{11}{16} = \boxed{\frac{1}{8}}$$

$$\frac{8}{10} - \frac{2}{10} = \boxed{\frac{3}{5}}$$

$$\frac{21}{25} - \frac{16}{25} = \boxed{\frac{1}{5}}$$

$$\frac{5}{6} - \frac{2}{6} = \boxed{\frac{1}{2}}$$

Adding and Subtracting Unlike Fractions

Unlike fractions are fractions with different denominators. Fractions such as $\frac{1}{5}$ and $\frac{3}{10}$ are unlike fractions. Before fractions can be added or subtracted, they must have the same denominator.

To add unlike fractions, follow these steps:

Step 1 Find a common denominator.
Step 2 Add the numerators.
Step 3 Write the sum in lowest terms.

To subtract unlike fractions, follow these steps:

Step 1 Find a common denominator.
Step 2 Subtract the numerators.
Step 3 Write the difference in lowest terms.

MATH HINT: If the smaller denominator divides evenly into the larger denominator, the larger number is a common denominator. Otherwise, you can multiply the two denominators to get a common denominator.

Examples

A
$$\begin{array}{rcl} \frac{1}{5} & = & \frac{3}{15} \\ +\frac{1}{15} & = & \frac{1}{15} \\ \hline & & \boxed{\frac{4}{15}} \end{array}$$

Since $15 = 5 \times 3$, 15 is a common denominator.

B
$$\begin{array}{rcl} \frac{7}{8} & = & \frac{21}{24} \\ -\frac{1}{3} & = & \frac{8}{24} \\ \hline & & \boxed{\frac{13}{24}} \end{array}$$

Since 3 does not divide evenly into 8, multiply 3 x 8 to get 24 for a common denominator.

Practice

Add or subtract. Write the answers in lowest terms.

$$\frac{1}{12} + \frac{1}{8} = \boxed{\frac{5}{24}}$$

$$\frac{2}{9} + \frac{1}{4} = \boxed{\frac{17}{36}}$$

$$\frac{3}{10} + \frac{5}{6} = \boxed{1\frac{2}{15}}$$

$$\frac{5}{7} + \frac{2}{5} = \boxed{1\frac{4}{35}}$$

$$\frac{3}{5} - \frac{1}{3} = \boxed{\frac{4}{15}}$$

$$\frac{9}{10} - \frac{3}{4} = \boxed{\frac{3}{20}}$$

$$\frac{5}{7} - \frac{2}{3} = \boxed{\frac{1}{21}}$$

$$\frac{7}{12} - \frac{1}{3} = \boxed{\frac{1}{4}}$$

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ADDING LIKE MIXED NUMBERS

Numbers such as $1\frac{1}{3}$ and $2\frac{2}{3}$ are **like mixed numbers.** Their fractions have common denominators. To add like mixed numbers, follow these steps:

Step 1 Add the whole numbers.
Step 2 Add the fractions.
Step 3 Write the sum in lowest terms.

A
$$\begin{array}{r} 1\frac{1}{3} \\ +\,2\frac{2}{3} \\ \hline 3\frac{3}{3} = \end{array}$$

Step 1: $1 + 2 = 3$

Step 2: $\frac{1}{3} + \frac{2}{3} = \frac{3}{3}$

Step 3: $3\frac{3}{3} = 3 + 1 = 4$

Add the following and reduce your answers to the lowest terms.

$$\begin{array}{r} 8\frac{3}{4} \\ +\,4\frac{3}{4} \\ \hline \end{array}$$

$13\frac{1}{2}$

$$\begin{array}{r} 8\frac{7}{10} \\ -\,1\frac{3}{10} \\ \hline \end{array}$$

10

$$\begin{array}{r} 7\frac{2}{9} \\ +6\frac{5}{9} \\ \hline \end{array}$$

$13\frac{7}{9}$

$$\begin{array}{r} 21\frac{11}{18} \\ -21\frac{7}{18} \\ \hline \end{array}$$

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$$\begin{array}{r} 3\frac{2}{7} \\ +\,2\frac{4}{7} \\ \hline \end{array}$$

$5\frac{6}{7}$

$$\begin{array}{r} 5\frac{4}{9} \\ -2\frac{7}{9} \\ \hline \end{array}$$

$8\frac{2}{9}$

SUBTRACTING LIKE MIXED NUMBERS

To subtract like mixed numbers, follow these steps:

Step 1 Subtract the fractions, renaming when necessary.
Step 2 Subtract the whole numbers.
Step 3 Write the difference in lowest terms.

Example A

$$\begin{array}{r} 7\frac{5}{7} \\ -\,2\frac{4}{7} \\ \hline 5\frac{1}{7} \end{array}$$

Example B

$$\begin{array}{rl} 10\frac{4}{9} = 9\frac{9}{9} + \frac{4}{9} = 9\frac{13}{9} & \\ -\,4\frac{5}{9} & = 4\frac{5}{9} \\ \hline & 5\frac{8}{9} \end{array}$$

$\frac{5}{9}$ is greater than $\frac{4}{9}$. To subtract, rename the mixed number, $10\frac{4}{9}$. Use the common denominator to write $10\frac{4}{9}$ as $9 + \frac{9}{9} + \frac{4}{9}$ (the sum of the numerators = $\frac{13}{9}$). $\frac{13}{9}$ is greater than the subtrahend fraction, $\frac{5}{9}$. **Now subtract.**

Step 1 $\frac{13}{9} - \frac{5}{9} = \frac{8}{9}$

Step 2 $9 - 4 = 5$

Step 3 The difference is $5\frac{8}{9}$

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ADDING UNLIKE MIXED NUMBERS

Numbers such as $3\frac{2}{3}$ and $3\frac{1}{2}$ are **unlike mixed numbers.** They have different denominators. To add mixed numbers with different denominators, follow these steps.

Step 1 Find a common denominator.
Step 2 Add the whole numbers.
Step 3 Add the fractions.
Step 4 Write the sum in lowest terms.

Example A

$$\begin{array}{r} 3\frac{2}{3} = 3\frac{4}{6} \\ +3\frac{1}{2} = 3\frac{3}{6} \\ \hline 6\frac{7}{6} = 7\frac{1}{6} \end{array}$$

Add the following and reduce your answers to lowest terms.

$$\begin{array}{r} 4\frac{5}{8} \\ 11\frac{7}{16} \\ +13\frac{1}{2} \\ \hline \boxed{29\frac{9}{16}} \end{array} \qquad \begin{array}{r} 2\frac{1}{2} \\ 3\frac{3}{5} \\ +4\frac{4}{15} \\ \hline \boxed{10\frac{11}{30}} \end{array} \qquad \begin{array}{r} 13\frac{1}{2} \\ 10\frac{1}{3} \\ +5\frac{1}{4} \\ \hline \boxed{29\frac{1}{12}} \end{array} \qquad \begin{array}{r} 7\frac{5}{6} \\ 3\frac{1}{3} \\ +8\frac{3}{4} \\ \hline \boxed{19\frac{11}{12}} \end{array}$$

$$\begin{array}{r} 3\frac{1}{4} \\ +1\frac{7}{10} \\ \hline \boxed{4\frac{19}{20}} \end{array} \qquad \begin{array}{r} 83\frac{5}{6} \\ +29\frac{7}{8} \\ \hline \boxed{113\frac{17}{24}} \end{array} \qquad \begin{array}{r} 65\frac{1}{5} \\ +33\frac{1}{3} \\ \hline \boxed{98\frac{8}{15}} \end{array} \qquad \begin{array}{r} 5\frac{1}{3} \\ +6\frac{2}{9} \\ \hline \boxed{11\frac{5}{9}} \end{array}$$

SUBTRACTING UNLIKE MIXED NUMBERS

To subtract mixed numbers with different denominators, follow these steps:

Step 1 Find a common denominator.
Step 2 Subtract the fractions, renaming when necessary.
Step 3 Subtract the whole numbers.
Step 4 Write the difference in lowest terms.

Example A

$$15\frac{7}{10} = 15\frac{21}{30}$$
$$-\,8\frac{8}{15} = 8\frac{16}{30}$$

$$7\frac{5}{30} = 7\frac{1}{6}$$

Subtract the following and reduce your answers to lowest terms.

$12\frac{3}{7} - 4\frac{2}{3} = 7\frac{16}{21}$

$12\frac{5}{16} - 7\frac{1}{2} = 4\frac{13}{16}$

$18\frac{3}{10} - 13\frac{3}{4} = 4\frac{11}{20}$

$4\frac{1}{8} - 1\frac{3}{6} = 2\frac{5}{8}$

$15\frac{8}{15} - 8\frac{7}{10} = 6\frac{5}{6}$

$7\frac{1}{6} - 2\frac{3}{4} = 4\frac{5}{12}$

$5\frac{3}{8} - 1\frac{7}{12} = 3\frac{19}{24}$

$7\frac{7}{12} - 3\frac{1}{8} = 4\frac{11}{24}$

MULTIPLYING FRACTIONS

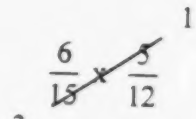
Unlike adding and subtracting fractions, *there is no need for common denominators when you multiply and divide*. In some cases, you will just multiply straight across, multiplying numerator by numerator and denominator by denominator.

Example 1: $\frac{3}{4} \times \frac{1}{2} = \frac{3}{8}$

Other problems can be solved more easily by ***canceling***--reducing a numerator and a denominator divisible by the same factor.

Example 2 $\frac{6}{15} \times \frac{5}{12}$

Step 1 The 15 and the 5 can be divided by 5.



Step 2 The 6 and the 12 can be divided by 6.

Step 3 Multiply straight across.

If necessary, reduce the answer.

$\frac{1}{3} \times \frac{1}{2} = \boxed{\frac{1}{6}}$

TO MULTIPLY FRACTIONS

1. Reduce numerators and denominators by canceling.
2. Multiply straight across.
3. Be sure your answer is reduced to lowest terms.

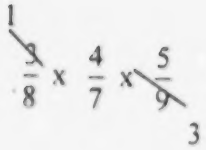
To multiply by a fraction is to find a part of something.

Adapted from: Contemporary Books, Number Power Review, 1991.

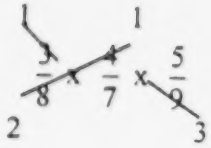
You can also cancel with three fractions. Sometimes you have to "jump" over the middle number.

Example 3 $\frac{3}{8} \times \frac{4}{7} \times \frac{5}{9}$

Step 1 Divide both the 3 and 9 by 3.



Step 2 Divide both the 4 and 8 by 4.



Step 3 Multiply straight across.

$$\frac{1}{2} \times \frac{1}{7} \times \frac{5}{3} = \boxed{\frac{5}{42}}$$

TO MULTIPLY MIXED NUMBERS

1. Change mixed numbers to improper fractions.
2. Reduce numbers divisible by the same number by canceling.
3. Multiply straight across.
4. Be sure your answer is reduced to lowest terms.

Example 4 below shows a case that involves multiplying mixed numbers.

Example 4

Step 1 Change all mixed numbers to improper fractions.

$$2\frac{1}{3} \times 3\frac{1}{2} = \frac{7}{3} \times \frac{7}{2}$$

Step 2 Multiply. If the answer is an improper fraction, change it to a whole or mixed number.

$$\frac{7}{3} \times \frac{7}{2} = \frac{49}{6} = 8\frac{1}{6}$$

Tip: Sometimes you may have to multiply a whole number by a fraction or a mixed number. Rewrite the whole number over 1 and then multiply as usual.

MULTIPLYING FRACTIONS

$\frac{6}{15} \times \frac{5}{12} = \boxed{\frac{1}{6}}$ $\quad 8 \times \frac{3}{4} = \boxed{6}$ $\quad \frac{3}{8} \times \frac{2}{15} \times \frac{6}{7} = \boxed{\frac{3}{70}}$

$8\frac{1}{6} \times 4 = \boxed{32\frac{2}{3}}$ $\quad \frac{5}{9} \times \frac{2}{5} = \boxed{\frac{2}{9}}$ $\quad 2\frac{1}{2} \times 2\frac{1}{3} = \boxed{5\frac{5}{6}}$

$2\frac{3}{4} \times \frac{6}{7} = \boxed{2\frac{5}{14}}$ $\quad 1\frac{3}{10} \times 5 = \boxed{6\frac{1}{2}}$ $\quad 3\frac{3}{8} \times 1\frac{3}{9} \times \frac{2}{3} = \boxed{3}$

Dividing Fractions by Fractions

To divide a fraction by a fraction, multiply the first fraction by the reciprocal of the second fraction. To find the reciprocal, invert the fraction (turn it upside down).

Write the reciprocals: $\frac{1}{2}, \frac{3}{4}$

Number	Reciprocal
$\frac{1}{2}$	$\frac{2}{1}$
$\frac{3}{4}$	$\frac{4}{3}$

Find: $\frac{3}{4} \div \frac{1}{4}$

Invert the second fraction and multiply.

$\frac{3}{4} \div \frac{1}{4} = \frac{3}{4} \times \frac{4}{1} = \frac{3}{1} = 3$

Write the reciprocals by inverting the fractions.

$\frac{1}{6}$ ____ $\boxed{\frac{6}{1}}$ $\quad\frac{2}{3}$ ____ $\boxed{\frac{3}{2}}$ $\quad\frac{1}{20}$ ____ $\boxed{\frac{20}{1}}$

$\frac{6}{8}$ ____ $\boxed{\frac{8}{6}}$ $\quad\frac{4}{9}$ ____ $\boxed{\frac{9}{4}}$ $\quad\frac{25}{50}$ ____ $\boxed{\frac{50}{25}}$

Divide.

$\frac{2}{9} \div \frac{3}{4} = \boxed{\frac{8}{27}}$ $\quad\frac{5}{12} \div \frac{3}{4} = \boxed{\frac{5}{9}}$ $\quad\frac{9}{16} \div \frac{3}{8} = \boxed{1\frac{1}{2}}$

$\frac{3}{16} \div \frac{9}{32} = \boxed{\frac{2}{3}}$ $\quad\frac{5}{16} \div \frac{5}{32} = \boxed{2}$ $\quad\frac{10}{64} \div \frac{1}{4} = \boxed{\frac{5}{8}}$

Module: Occupational Math **Overall Time 60 min**
Job Title: Supervisors **Page 1 of 1**

Specific Instructional Objective	Learning Activities	Time	Resources/ Materials	Evaluation Process
Learners will be able to calculate percentages that are necessary in the workforce.	**Motivational Activity -** Learners will brainstorm different ways that percentages are used at work in daily activities.	10 min	Board, markers	Participation
	Vocabulary - The instructor will review the definitions of words listed on glossary	10 min	Transparency, Attachment A, Overhead	Participation
	Direct Instruction - The instructor will illustrate methods used to figure percentages.	10 min	Overhead Projector, markers, Attachment B	Observation
	Guided Practice - Students will work in a group to solve problems dealing with percentages concerning taxes.	10 min	Calendars, Attachment C	Participation
	Independent Practice - Students will work in a group to determine percentages using the 8% absenteeism guideline.	15 min	Attachment D	Participation/ Completion
	Students will complete worksheets individually.	15 min	Attachment E	Completion
	Evaluation - No formal evaluation will be given.			

Job Title: Supervisors

Module: Occupational Math

General Instructional Objective: Learners will demonstrate a working knowledge of figuring percentages.

Specific Instructional Objective: Learners will be able to calculate the percent of a number, and find a number when the percent is given. Apply percentages to work environment by being able to figure absenteeism's, production, or overtime with 100% accuracy.

Motivational Activity:
Have learners brainstorm different ways that percentages are used everyday at work and in outside activities. List several ways on the board and discuss relationship.

Vocabulary:
The instructor will briefly review terms (symbols, percent, equation, conversion, decimals, etc.) used when working with percentages (Attachment A).

Instructional Activities:
The instructor will display the transparency titled "Percents" (Attachment B) and review methods used in figuring percents. The instructor will reinforce the fact that mathematical calculations are essential in our daily lives. The instructor will emphasize that correct mathematical functions ensure quality, production, and scheduling. The instructor will display the transparency titled "Where's My Money ???" (Attachment C) and work with learners as a group to solve the problems listed on this handout.

Guided Practice:
The instructor will focus on the fact that percentages are used often in the workforce in regards to production, shipping, dye house, inspectors, and various other departments throughout the company. (Example - time sheets, absenteeism's, production rate, deductions from check, interest rate etc.) The instructor will guide learners through a few examples of figuring percentages on absenteeism using the 8% guidelines (Attachment D). The instructor will display several calendars on an overhead and the learners will figure absenteeism's as a group.

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Glossary

Conversion - change into another form the act of converting

Percent - a measure of parts per hundred (how many out of one hundred)

Decimals - a measure of parts in tenths

Symbols - signs used in mathematical problems

Decimal Point - a period or dot in an equation

PERCENTS

Uses of Percents - Percent is a way of expressing fractions in terms of "how many out of one hundred."

Since percent means parts out of 100. You write percent as the number of hundredths followed by the percent sign (%).

A 5% sales tax means that you must pay $0.05 tax for every $1.00 of your purchase price.

A 4% savings rate means that $100 in savings will earn $4 in interest each year.

Remember: You will see the relationship between percent, part, and whole used in three different ways:

part ÷ whole = percent

whole x percent = part

part ÷ percent = whole

Percent problems require that you must know two of the values, so that you can determine the third.

- To find the ***part*** when you know the percent and the whole, you multiply the percent time the whole.

Example: What number is 18% of $50?

Equation: part = percent x whole part = 18% x $50

- To find the ***percent*** when you know the part and the whole, divide the part by the whole.

Example: What percent of 75 is 15?

Equation: percent = $\frac{\text{part}}{\text{whole}}$ percent = $\frac{15}{75}$

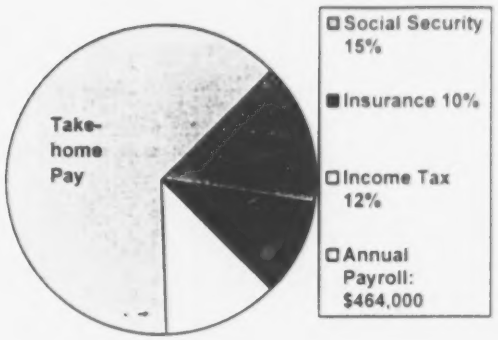
- To find the ***whole*** when you know the part and the percent, divide the part by the percent.

Example: If 20% of a number is 14, what is the number?

percent part whole

Equation: Whole = $\frac{\text{part}}{\text{percent}}$ whole = $\frac{14}{20\%}$

WHERE'S MY MONEY??????



The graph above represents the payroll of Fieldcrest Cannon for the last year. Fifteen percent of all employees payroll was paid into Social Security, 12% to income tax, and 10% to the company sponsored insurance plan. The rest of the graph represents the employees' take-home pay.

1. What percent of the payroll is represented by take-home pay?

2. How many dollars were paid for Social Security last year?

3. How many dollars were paid in Social Security and Income Tax?

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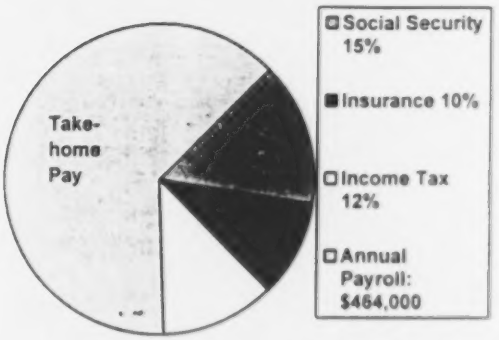
Attachment C
Answer Sheet

WHERE'S MY MONEY??????



The graph above represents the payroll of Fieldcrest Cannon for the last year. Fifteen percent of all employees payroll was paid into Social Security, 12% to income tax, and 10% to the company sponsored insurance plan. The rest of the graph represents the employees' take-home pay.

1. What percent of the payroll is represented by take-home pay?
   63%

2. How many dollars were paid for Social Security last year?
   $69.60

3. How many dollars were paid in Social Security and Income Tax?
   $125.28

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Practice
FINDING THE PERCENT

Example: In the inspecting department at Fieldcrest, 9 out of the 36 employees are over 60. What percentage of the employees are over 60?

Write the fraction 9 (part) over 36 (whole). Reduce this fraction.

Multiply $\frac{1}{4}$ by $\frac{100}{1}$%.

$$\frac{\text{part}}{\text{whole}} \quad \frac{9}{36} = \frac{1}{4}$$

9 is 25% of 36

1. What percent of 50 is 10?

18 is what percent of 36?

2. $5 is what percent of $20

What percent of $80 is $30?

3. What percent of 16 is 12?

15 is what percent of 60?

4. 15 is what percent of 75?

What percent of 250 is 5?

5. Sabrinia's production for five days was recorded as follows: 96%, 92%, 102%, 98% and 104%. What was her average production?

6. A binder worked 420 minutes, 380 minutes, 485 minutes, and 468 minutes. What was the average number of minutes worked?

7. Sarah works in the shipping warehouse. She has 642 boxes of rugs come across the belts in a day. If 20% of the boxes go to the warehouse and the remainder of the boxes are loaded equally onto 4 different trucks, how many boxes are loaded onto each truck?

8. In the yardage department, Joan binds 1,130 rugs. The rugs are then stacked into 3 different stacks. If the stacks are to be equal in number how many rugs will be in each stack?

9. A $45.00 sweater was on sale for $27.00. What percent was marked off?

10. It has rained 4 out of 20 days. What percent of days has it rained?

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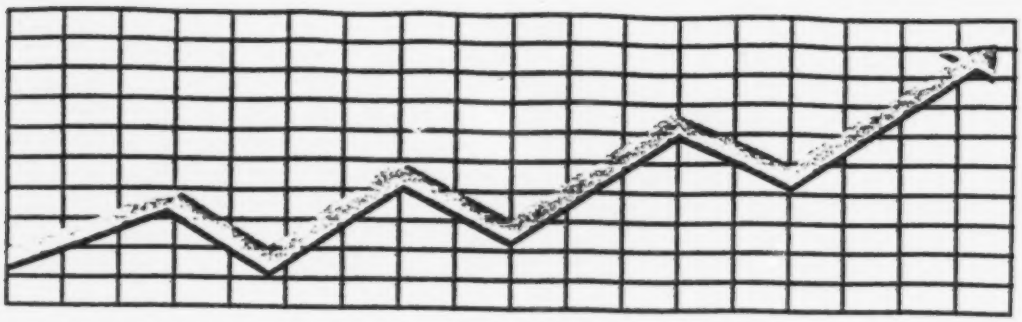
11. Sarah earned $300 and had $90 taken out of her check in taxes. What percent of her earnings were deducted in taxes.

12. Tennessee has a 8% sales tax. If Sam paid $28.00 in sales tax, what was the amount of his purchase?

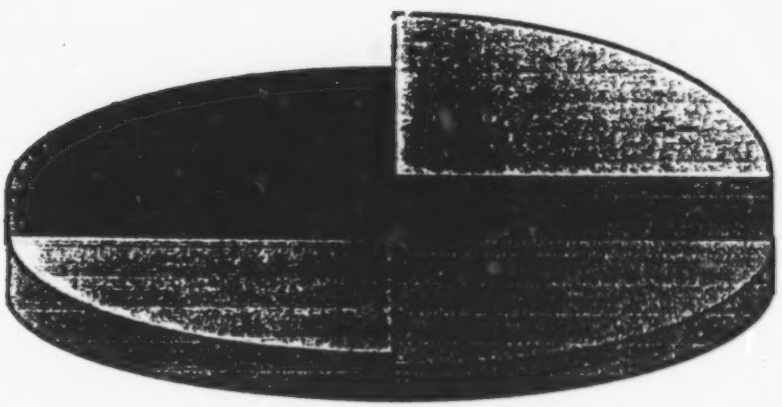
13. If 15 out of 75 people have at least one cold each year, what is the percent of the percent of the people who caught a cold?

14. The binding department is scheduled to work 40 hours a week. They are working 30% overtime the month of November. How many hours a week is this?

15. Ellie received a raise in pay from $6.25 per hour to $7.00 per hour. What was her percent increase in pay .



SPC



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Module: Math (Basic SPC)
Job Title: Supervisors

Overall Time: 1 - 2 hours

Specific Instructional Objective	Learning Activities	Time	Resources/ Materials	Evaluation Process
Learners will be able to identify data using mean, median, and mode. Learners will be able to compare relationship of data on graphs.	**Motivational Activity:** The instructor will distribute a graph to use to demonstrate hands on charting.	10 min	Graphs, M&M candy, Attach-ment A)	Participation
	Vocabulary: Learners will work together to define vocabulary words.	10 min	Attachment B Overhead projector, transparency	Participation
	Instructional Activities: The instructor will orally and visually demonstrate the steps involved to an average. (Specific details in lesson plan).	30 min	Overhead, markers	Observation, participation
	Independent Practice: The learners will complete a pre-test to determine prior knowledge	10 min	Attachment C	Instructor checks for understanding
	Guided Practice: The teacher will model the steps involved with finding mean, median, mode and range. (Details in lesson plan). Upon completion the instructor will display several graphs in order for the learners to obtain data to complete worksheets.	15 - 30 min	Attachment D Pages 1 and 2	Learners work along with the instructor.

Module: Math (Basic SPC)
Job Title: Supervisors

Specific Instructional Objective	Learning Activities	Time	Resources/ Materials	Evaluation Process
	Independent Practice: The learners will complete worksheets (Attachment F pages 1 and 2) pertaining to data listed in graphs.	10 - 15 min	Overhead, transperencies, Attachment F	Completion of assignment
	Evaluation: The instructor will review and ask for thumbs up or thumbs down response pertaining to comprehension of lesson.	5 min		Participation

Job Title: Supervisors

Module: Math (Basic SPC)

General Instructional Objective: Utilize Occupational Specific Math - Introduction to Basic SPC

Specific Instructional Objective: Identify data using mean, median and mode. Recognize data on graphs pertaining to Fieldcrest Cannon.

Motivational Activity: The teacher will distribute a graph (Attachment A) to each learner. The words red, blue, yellow, green, brown, and orange are printed on the bottom of each column of the graph. The teacher will distribute a small package of M&M candy to each learner. At this time the teacher will walk away from the learners without giving them any instructions. After a few minutes the teacher will return to the learners and observe what they are doing with the graph and M&M's. The teacher at that time will instruct the learners to put all of the green M&M's in the column that is labeled green, the red M&M's in the red column,etc. After completion the teacher will explain that they have just charted the colors of candy in a package of M&M's. What was the result of this graphing? The teacher will explain to the learners the advantage of using graphs in todays changing world.

Vocabulary: Show vocabulary words and definitions on an overhead (Attachment B). The teacher will lead a discussion of words and meanings.

Data	Variable	Statistical Process Control
Range	Median	Average
Mean	Mode	Bar Graph
Circle Graph	Line Graph	

Instructional Activities:

The teacher will explain to the learners the method used in finding an "average" of something. The teacher will work two or three problems on an overhead or chalkboard to demonstrate the method of finding averages. As an example of averaging, the teacher will ask four or five students to volunteer their shoe size. The teacher will first list the shoe sizes of the learners on the board, next add the numbers, and then divide the sums by how many sizes were listed. The answer will be the average shoe size of the learners who volunteered. As another example of averaging, the teacher will ask the ages of a few of the learners' children. Using the previous method, the teacher will determine the average age of the learners' children. (An example of this worksheet is in the teachers manual). The teacher will reinforce the meaning of the word "average" and state the word "mean" is another word for average.

The teacher will again explain to the students that to find the average/mean for a group of numbers you must:

First add the numbers.
Then divide the sum of the numbers by how many numbers that are listed.

(REMINDER: An average is usually not equal to any of the numbers in the groups you add. However, it is often close to the middle value of the group.)

At this time the teacher will give a pre-test (Attachment C) to the learners to evaluate prior understanding and knowledge of completing averaging without the use of a calculator. The teacher will review the pretest at a later time. The teacher will now ask the learners to turn to Attachment D page 1 and 2 in their notebooks. The teacher will review and discuss this worksheet orally with the students, reemphasizing the fact that the word average and mean have the same-definition. The learners will work this sheet in small groups using their calculators. Upon completion the teacher and learners will orally review this worksheet. The teacher will at this time review the definitions of the terms previously introduced: Mean, Mode, Median and Range. After this review the teacher will tell learners to begin their assignment reinforcing Mean, Mode, Median and Range (Attachment E).

The teacher will display examples of a line graph, bar graph, and circle graph on an overhead. (Attachments Graphs). The teacher will discuss the each graph in detail before assigning a worksheet (Attachment F) for the students to complete.

Evaluation: The teacher will review the students pretest, worksheets and observe their participation.

	RED	BLUE	YELLOW	GREEN	BROWN	ORANGE

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TEACHER WORKSHEET

Example 1 An employee scores 95, 75, 84, 70 and 98 on five math tests. Find the average score.

Solution:

Step 1. Find the sum of all of the test scores.

$95 + 75 + 84 + 70 + 96 = 420$

Step 2. Divide the sum by the number of test scores (5).

$420 \div 5 = 84$

The average score is 84

Example 2 Find the average shoe size of your co-workers.

8, 10, 12, 11, 9

Solution:

Step 1. Add all sizes $8 + 10 + 12 + 11 + 9 = 50$

Step 2. Divide the total by the number of workers (5) $50 = 10$.

$50 \div$ by $5 = 10$

The average size is 10.

Vocabulary Words and Definitions

Mean /Average - the sum of the numbers divided by the number of items, represents a middle point

Mean - the sum of numbers divided by the number of items

Data - factual information

Range - the difference between the highest and lowest values in a group

Median - point in a set of numbers at which half of the numbers are above and half of the numbers are below this point

Statistics - math that deals with the collection, analysis and presentation of mass data

Variable - to change or to vary

SPC - Statistical Process Control

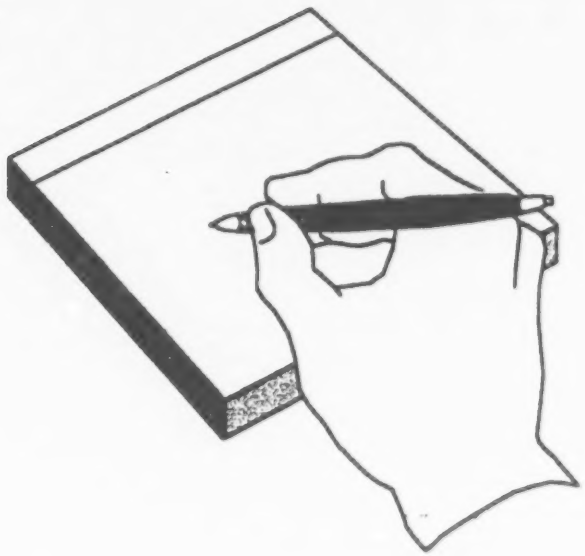
Mode - the number most often appearing

Circle Graph - graph showing the whole amount as a circle. Sometimes referred to as pie charts

Line Graph - graph using lines to show patterns or trends. Often useful when comparing changes in amounts

Bar Graph - graph using different lengths of bars to compare values

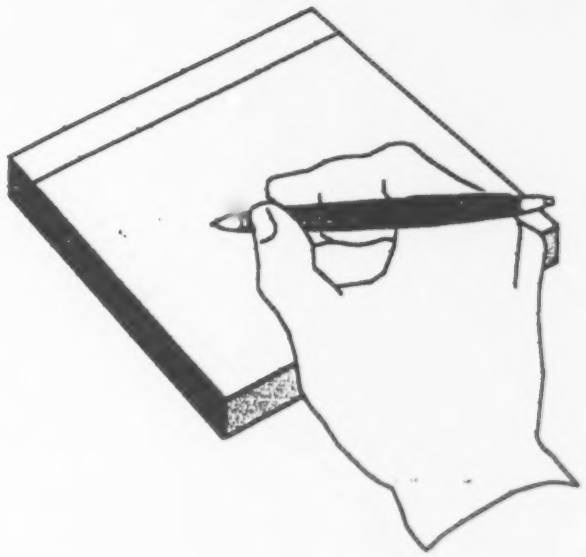
Pre Test



Calculate the sums (=) and averages (X) of the following groups of numbers without using a calculator.

1.	33	25	23	36	37
	31	21	22	39	30
	+32	+24	+21	+33	+38
	=	=	=	=	=
	X =	X=	X=	X=	X=
2.	42	66	73	86	93
	43	65	74	88	96
	44	61	75	90	99
	45	62	71	84	95
	+ 41	+60	+76	+82	+91
	=	=	=	=	=
	X =	X =	X =	X =	X =

Pre Test



Calculate the sums (=) and averages (X) of the following groups of numbers without using a calculator.

1.	33	25	23	36	37
	31	21	22	39	30
	+32	+24	+21	+33	+38
	96	70	66	108	105
	=	=	=	=	=
	X = 32	X= 23.3	X=22	X=36	X=35

2.	42	66	73	86	93
	43	65	74	88	96
	44	61	75	90	99
	45	62	71	84	95
	+ 41	+60	+76	+82	+91
=	215	= 314	= 369	= 430	= 474
	X = 43	X =62.8	X = 73.8	X = 86	X = 94.8

Worksheet
Computing Averages

Directions: Find the mean/average of the following numbers:

a. 20 18 23 19 22 _____

b. 2.3 3.40 4.56 7.9 10.3 _____

c. 384 519 345 362 659 _____

d. 7105 8005 9014 6342 _____

e. 43 26 51 78 90 _____

f. 2.3 3.40 4.56 7.9 10 _____

g. 284 219 345 459 645 _____

Worksheet
Computing Averages

Directions: Find the mean/average of the following numbers:

a.	20	18	23	19	22	20.4
b.	2.3	3.40	4.56	7.9	10.3	5.692
c.	384	519	345	362	659	453.8
d.	7105	8005	9014	6342		7616.5
e.	43	26	51	78	90	57.6
f.	2.3	3.40	4.56	7.9	10	5.632
g.	284	219	345	459	645	390.4
h.	7105	8005	9014	6342	4320	5957.2

Directions: Complete the following word problems.

1. A dye tub operator completed 20 loads, 18 loads, 23 loads, 19 loads, and 22 loads over 5 days. What was the average number of loads completed each day?

_____

2. Thomas dyed 29,620 pounds of rugs in ten days. How many pounds did he average dying each day?

_____

3. A dryer tender stacked 28 loads, 22 loads, 18 loads, 20 loads, and 26 loads over 5 days. What was the average number of loads completed each day?

_____

4. A dye tub operator completed 20 loads, 18 loads, 23 loads, 19 loads, and 22 loads over 5 days. What was the average number of loads completed each day?

_____

5. Harold dyed 14,890 pounds of rugs in a five day work week. How many pounds did he average dying per day?

_____

6. A dryer tender stacked 35 loads, 28 loads, 33 loads, 25 loads, and 38 loads over 5 days. What was the average number of loads stacked each day?

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Directions: Complete the following word problems.

1. A dye tub operator completed 20 loads, 18 loads, 23 loads, 19 loads, and 22 loads over 5 days. What was the average number of loads completed each day?

20.4

2. Thomas dyed 29,620 pounds of rugs in ten days. How many pounds did he average dying each day?

2962

3. A dryer tender stacked 28 loads, 22 loads, 18 loads, 20 loads, and 26 loads over 5 days. What was the average number of loads completed each day?

22.8

4. A dye tub operator completed 20 loads, 18 loads, 23 loads, 19 loads, and 22 loads over 5 days. What was the average number of loads completed each day?

20.4

5. Harold dyed 14,890 pounds of rugs in a five day work week. How many pounds did he average dying per day?

2978

6. A dryer tender stacked 36 loads, 28 loads, 33 loads, 25 loads, and 38 loads over 5 days. What was the average number of loads stacked each day?

30

The **mean/average** of a set of numbers is the sum of the numbers divided by the number of items.

The **median** of a set of numbers is the middle number once the numbers have been arranged in order of size.

The **range** in a set of numbers is the difference between the largest and smallest numbers.

The **mode** in a set of numbers is the number that appears most often.

Directions: **Find the mean and median.**

		Mean	Median
(1)	2, 6, 9, 4, 7, 6	_____	_____
(2)	19, 14, 11, 15, 19	_____	_____
(3)	7, 9, 12, 15, 8, 7, 7, 5, 9	_____	_____
(4)	46, 92, 75, 90, 78, 46	_____	_____
(5)	75, 90, 82, 68, 72	_____	_____

The **mean/average** of a set of numbers is the sum of the numbers divided by the number of items.

The **median** of a set of numbers in the middle number once the numbers have been arranged in order of size.

The **range** in a set of numbers is the difference between the largest and smallest numbers.

The **mode** in a set of numbers is the number that appears most often.

Directions: **Find the mean and median.**

		Mean	Median
(1)	2, 6, 9, 4, 7, 6	5.7	6
(2)	19, 14, 11, 15, 19	15.6	15
(3)	7, 9, 12, 15, 8, 7, 7, 5, 9	8.8	8
(4)	46, 92, 75, 90, 78, 46	71.2	0
(5)	75, 90, 82, 68, 72	77.4	75

Directions: Find the range and mode.

	Range	Mode
1. 15, 19, 38, 14, 16, 15, 17, 10, 25, 32, 21	_____	_____
2. 85, 44, 62, 46, 44, 48, 46, 44, 75, 72, 60	_____	_____
3. 37, 20, 38, 25, 37, 25, 37, 40, 38, 35, 38	_____	_____
4. 125, 110, 90, 124, 90, 130, 110, 120, 90	_____	_____
5. 1.4, 2.8, 7.6, 3.4, 2.8, 3.6, 7.06, 4	_____	_____
6. 4.2, 1.8, 3.7, 1.6, 6.2, 3.5, 4.8, 5	_____	_____

Directions: Find the range and mode

	Range	Mode
1. 15, 19, 38, 14, 16, 15, 17, 10, 25, 32, 21	28	15
2. 85, 44, 62, 46, 44, 48, 46, 44, 75, 72, 60	41	44
3. 37, 20, 38, 25, 37, 25, 37, 40, 38, 35, 38	20	38,37
4. 125, 110, 90, 124, 90, 130, 110, 120, 90	40	90
5. 1.4, 2.8, 7.6, 3.4, 2.8, 3.6, 7.06, 4	6.2	2.8
6. 4.2, 1.8, 3.7, 1.6, 6.2, 3.5, 4.8, 5	4.6	NONE

NOTE: Attachment F has been deleted from the generic curriculum. This attachment contained specific Fieldcrest Cannon information and would not pertain to any other company.